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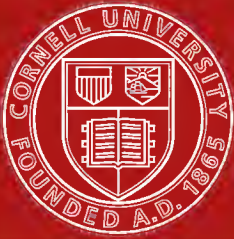
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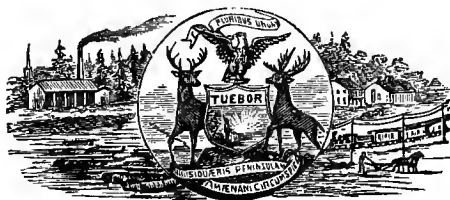


JOHN D. PIERCE.

HISTORICAL SKETCHES
OF
EDUCATION IN MICHIGAN.

WRITTEN AND COMPILED
BY W. L. SMITH,
DEPUTY STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

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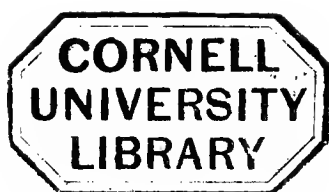


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HISTORICAL SKETCHES OF EDUCATION IN MICHIGAN.

INTRODUCTORY.

In every department of life it is useful, at times, to review the past, in order that we may properly understand the present, and be better enabled to make intelligent advancement in the future. Believing that a retrospective view of the progress of education in the State of Michigan would be conducive to good, these sketches, which are largely a compilation from various reliable sources, have been prepared.

It is a source of gratification to every friend of American institutions that changes of power in the political departments of the government bring with them no diminution of interest in relation to the instruction of the rising generation. Education is a subject of paramount importance with all, differences of opinion existing only as to the modes by which the widest blessings may be bestowed, and the most enduring results secured. It is a peculiar characteristic of the American people, and more especially of that portion by whom, for the most part, the states of the Northwest were settled, that they have ever contributed of their means, whether scanty or ample, for the benefit of education, with a liberality and zeal which deserve our gratitude, and which will forever deserve the gratitude of posterity. The early settlers of our common country were willing to stint themselves, and to submit to every hardship incident to their settlement on the shores of a new world, that by these means future generations of men might find no excuse for the encroachments of ignorance and vice and despotism, in their neglect to provide for the means of universal free education. It was the sagacity and forethought of such men, which, by an ordinance of the Congress of the Confederation, in 1785, laid the broad foundation of free education in the munificent appropriation of the one-thirty-sixth part of the public domain for the use of schools forever. There were few at that time, in

the vast region we now inhabit, who could be the recipients of the benefits offered by that ordinance. Neither as yet had the strong arm of the government been thrown around the settlement of the country to secure its protection. It still remained for the Ordinance of 1787, providing for a temporary government of the territory, to give to the previous act its first impulse and to infuse into it its first vitality. By this ordinance the provisions of the grant of 1785 were respected, and it was further declared that "religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." In 1804 an act was passed providing for the sale of public lands in the Indiana Territory,—of which Michigan had become a part two years before, on the admission of Ohio as a state in the Union,—and in this act section sixteen in every township was expressly reserved "for the support of schools." In the act of 1805, organizing the Territory of Michigan, all the rights secured by previous acts and ordinances were confirmed. The act of 1836, by which Michigan was admitted as a State in the Union, stipulated "that section numbered sixteen in every township of the public lands, and when such section has been sold or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the State for the use of schools." From these various acts we can readily perceive the unwavering purpose of "the fathers" to foster and perpetuate intelligence and the means for its dissemination among the people. How the builders of our State have respected that purpose and protected the legacy given them, these pages may aid in showing.

ORGANIC LAWS.

The several ordinances and acts of Congress, to which reference has already been made, constituted the first organic laws of the Territory. During the year 1835 the people of the Territory adopted a Constitution and formed a state government, and in the following year Michigan was admitted as a State in the Union. It is to be regretted that the proceedings of the first constitutional convention have not been preserved, so as to be accessible to public inspection. There was, however, no debate in relation to the importance of making suitable provision for public instruction. A committee was appointed to draft an article of which Isaac E. Crary, of Calhoun county, was chairman. It was reported on the second day of June, 1835, and was adopted substantially as it came from the hands of the committee. The following is the constitutional article adopted in 1835:

EDUCATION.

1. The Governor shall nominate, and by and with the advice and consent of the Legislature, in joint vote, shall appoint a Superintendent of Public Instruction, who shall hold his office for two years, and whose duties shall be prescribed by law.

2. The Legislature shall encourage, by all suitable means, the promotion of intellectual, scientific, and agricultural improvement. The proceeds of all lands that have been or hereafter may be granted by the United States to this State for the support of schools, which shall hereafter be sold or disposed of, shall be and remain a perpetual fund, the interest of which, together with the rents of all such unsold lands, shall be inviolably appropriated to the support of schools throughout the State.

3. The Legislature shall provide for a system of common schools by which a school shall be kept up and supported in each school district at least three months in every year; and any school district neglecting to keep up and support such a school may be deprived of its equal proportion of the interest of the public fund.

4. As soon as the circumstances of the State will permit, the Legislature shall provide for the establishment of libraries,—one at least in each township,—and the money which shall be paid by persons as an equivalent for exemption from military duty, and the clear proceeds of all fines assessed in the several counties for any breach of the penal laws, shall be exclusively applied for the support of said libraries.

5. The Legislature shall take measures for the protection, improvement, or other disposition of such lands as have been or may hereafter be reserved or granted by the United States to this State for the support of a university; and the funds accruing from the rents or sale of such lands, or from any other source for the purpose aforesaid, shall be and remain a permanent fund for the support of said university, with such branches as the public convenience may hereafter demand for the promotion of literature, the arts and sciences, and as may be authorized by the terms of such grant; and it shall be the duty of the Legislature, as soon as may be, to provide effectual means for the improvement and permanent security of the funds of said university.

The system of public instruction which was intended to be established by the framers of the Constitution, the conception of the office, its province, its powers and duties were derived from Prussia. That system consisted of three degrees; primary instruction, corresponding to our district schools; secondary instruc-

tion, communicated in schools called gymnasia; and the highest instruction communicated in the universities. The superintendence of this entire system, which was formed in 1819, was entrusted to a minister of state, called the Minister of Public Instruction, and embraced everything which belonged to the moral and intellectual advancement of the people. The system in Michigan was intended to embrace all institutions which had for their object the instruction of youth, comprising the education of the primary school, the intermediate class of schools, however denominated, and the University. Such was the system of public instruction contemplated by the first Constitution. Under the provisions of this Constitution, constant progress in educational matters was secured, and Michigan rapidly attained to a high prominence in the sisterhood of states.

For fifteen years no change was made in these provisions, and from our educational history, during that period, many valuable lessons may be derived. But with a knowledge of what had been achieved and with a determination of attaining a yet higher standard of improvement, the constitutional convention of 1850 was enabled to engraft into the new Constitution many improved provisions upon the subject of education which, with the adoption of that instrument, became part of the organic law of the State. The thirteenth article of this Constitution is devoted to the subject of education, and is as follows:

ARTICLE XIII.—EDUCATION.

SECTION 1. The Superintendent of Public Instruction shall have the general supervision of public instruction, and his duties shall be prescribed by law.

SEC. 2. The proceeds from the sales of all lands that have been or hereafter may be granted by the United States to the State for educational purposes, and the proceeds of all lands or other property given by individuals, or appropriated by the State for like purposes, shall be and remain a perpetual fund, the interest and income of which, together with the rents of all such lands as may remain unsold, shall be inviolably appropriated and annually applied to the specific objects of the original gift, grant or appropriation.

SEC. 3. All land, the titles to which shall fail from a defect of heirs, shall escheat to the State; and the interest on the clear proceeds from the sales thereof shall be appropriated exclusively to the support of primary schools.

SEC. 4. The Legislature shall, within five years from the adoption of this Constitution, provide for and establish a system of primary schools, whereby a school shall be kept without charge for tuition, at least three months in each year, in every school district in the State; and all instruction in said schools shall be conducted in the English language.

SEC. 5. A school shall be maintained in each school district, at least three months in each year. Any school district neglecting to maintain such school shall be deprived for the ensuing year of its proportion of the income of the primary school fund, and of all funds arising from taxes for the support of schools.

SEC. 6. There shall be elected in each judicial circuit, at the time of the election of the judge of such circuit, a regent of the University, whose term of office shall be the same as that of such judge. The regents thus elected shall constitute the Board of Regents of the University of Michigan.

SEC. 7. The Regents of the University and their successors in office shall continue to constitute the body corporate, known by the name and title of "the Regents of the University of Michigan."

SEC. 8. The Regents of the University shall, at their first annual meeting, or as soon thereafter as may be, elect a president of the University, who shall be *ex officio* a member of their board, with the privilege of speaking, but not of voting. He shall preside at the meetings of the Regents, and be the principal executive officer of the University. The Board of Regents shall have the general supervision of the University, and the direction and control of all expenditures from the University interest fund.

SEC. 9. There shall be elected at the general election in the year one thousand eight hundred and fifty-two, three members of a State Board of Education; one for two years, one for four years, and one for six years, and at each succeeding biennial election there shall be elected one member of such board, who shall hold his office for six

years. The Superintendent of Public Instruction shall be *ex officio* a member and secretary of such board. The board shall have the general supervision of the State Normal School, and their duties shall be prescribed by law.

SEC. 10. Institutions for the benefit of those inhabitants who are deaf, dumb, blind or insane, shall always be fostered and supported.

SEC. 11. The Legislature shall encourage the promotion of intellectual, scientific and agricultural improvement; and shall, as soon as practicable, provide for the establishment of an agricultural school. The Legislature may appropriate the twenty-two sections of salt spring lands now unappropriated, or the money arising from the sale of the same, where such lands have been already sold, and any land which may hereafter be granted or appropriated for such purpose, for the support and maintenance of such school, and may make the same a branch of the University, for instruction in agriculture and the natural sciences connected therewith, and place the same under the supervision of the Regents of the University.

SEC. 12. The Legislature shall also provide for the establishment of at least one library in each township; and all fines assessed and collected in the several counties and townships for any breach of the penal laws shall be exclusively applied for the support of such libraries.

Since the adoption of the Constitution of 1850, no complete revision of it has been accepted by the people, and but few sections have been altered. The only change in the article upon education is in section 6, which, by an amendment agreed to by the Legislature of 1861, and approved by the people in 1862, now reads as follows:

SEC. 6. There shall be elected in the year eighteen hundred and sixty-three, at the time of the election of a Justice of the Supreme Court, eight Regents of the University, two of whom shall hold their office for two years, two for four years, two for six years, and two for eight years. They shall enter upon the duties of their office on the first of January, next succeeding their election. At every regular election of a Justice of the Supreme Court thereafter there shall be elected two Regents, whose term of office shall be eight years. When a vacancy shall occur in the office of Regent, it shall be filled by appointment of the Governor. The Regents thus elected shall constitute the Board of Regents of the University of Michigan.

A comparison of the first and the revised Constitutions will show the points of difference and the improvements made in the latter.

The first article of the old Constitution provided for a Superintendent of Public Instruction, who was to be appointed by the Governor, by and with the advice and consent of the Legislature, in joint vote. The revised Constitution, under Article VIII, entitled "Of State Officers," provides for his election biennially, by the people, and he is to keep his office at the seat of government. The first Constitution provided that the funds accruing from the sale or rents of University and school lands should remain a perpetual fund, etc. The revised Constitution provides that the proceeds of the sales, and of all lands or other property given by individuals, or appropriated by the State for such purposes, should remain a perpetual fund, which, together with the rents, etc., shall be inviolably appropriated, and annually applied to the specific objects of the original grant or appropriation. The revised Constitution provides that all lands, the titles to which shall fail from defect of heirs, shall escheat to the State, and the interests on the clear proceeds of the sales are to be exclusively appropriated to the support of primary schools. The first Constitution had no such provision.

The first Constitution required that the Legislature should provide for a system of common schools, by which a school should be kept up and supported in each school district at least three months in each year; and any school district that neglected this was deprived of its equal proportion of the interest of the fund. The revised Constitution requires that the Legislature shall, within five years, provide for and establish a system of primary schools, to be kept without

charge of tuition, at least three months in every year, in every school district, and all instruction is to be in the English language; and any school district neglecting to maintain such school for such time is to be deprived, not only of its proportion of the school fund, but of all funds arising from taxes for the support of schools.

The revised Constitution provides for the election of Regents of the University. It provides for the election of the members of the Board of Education, to have charge of the Normal School, and it further provides that institutions for the benefit of the deaf, dumb and blind, and insane shall be fostered and supported. It provides also for the establishment of an agricultural school. The first Constitution provided for none of these.

The first Constitution provided for the establishment of libraries, one at least in each township, and appropriated for their establishment and support the money paid for exemptions from military duty, and the clear proceeds of all fines assessed for breach of the penal laws. The revised Constitution provides that all fines assessed and collected in the several townships and counties for breach of the penal laws shall be applied to the support of the libraries, there being no longer any moneys required to be paid for exemptions from military duty.

Both enjoin upon the Legislature the encouragement and promotion of intellectual, scientific, and agricultural improvement.

Under the head of "finance and taxation," the revised Constitution further provides that all specific taxes, except those received from the mining companies of the Upper Peninsula, shall be applied in paying the interest upon the primary school, university, and other educational funds, and the principal of the state debt, in the order herein recited, until the extinguishment of the state debt, other than the amount due to educational funds, when such specific taxes shall be added to and constitute a part of the primary school interest fund.

A comparison will show that the trust confided by the people to their delegates in Convention was satisfactorily executed in relation to education; and although they did not wholly agree upon the details to be embodied in the article upon this subject, they established it, finally, upon a basis of wisdom and improvement.

THE COMMON SCHOOLS.

I. EARLY HISTORY.

The French occupied portions of the territory of the present State of Michigan during a period of nearly one hundred and fifty years. So far as can be ascertained, very little was done for education within that time. In 1703, Cadillac, commandant at Detroit, urged the establishment of "a seminary for the common instruction of French and Indian children," but no record of the existence of such a school can be found. In 1755 Vaudrenil proposed to employ, without expense to the home government, "two sisters of the congregation" to teach the children of the then little village of Detroit, but it is uncertain whether this proposition was carried into effect. In 1760 the territory passed into the hands of the English, but it does not appear that any public provision for schools was made during their occupancy. By the treaty of 1783 Michigan was ceded to the United States with the other portions of the great Northwest territory. In 1785 the sixteenth section of each township was pledged by the general government for the support of schools, and this pledge was reaffirmed in the celebrated Ordinance of 1787. Concerning this grant more full information is given elsewhere in these sketches.

The Territory of Michigan was organized in 1805, and the first school law, enacted by the territorial authorities was in 1809. Unfortunately, this law has not been preserved, and but very little can be learned of the condition of educational affairs during several subsequent years. The first schools in Michigan, of which we have any trace, were maintained in the city of Detroit, and were wholly of a private character. Of these schools and their teachers but scanty and infrequent mention can be obtained either from records or tradition. From the best sources of information at command we learn that, during the period from 1802 to 1816, among the teachers who opened and conducted these schools were Rev. David Bacon, Elizabeth Williams, Angelique Campau, Mr. Peyn, Rev. John Monteith, and Mr. Danforth. Subsequent to this period teachers and schools became more numerous, and were not confined to Detroit alone. To many of the settlements the teacher soon found his way, and as a consequence schools were opened, which were maintained for a greater or less period by private subscriptions. But notwithstanding this, the facilities for obtaining even the smallest part of a common school education were very meager. The disposition to establish schools was not wanting, but want of means, and want of a sufficient number of children to constitute a school in a neighborhood, in the then sparsely settled portions of the country, were the great obstacles. Most of the early settlers, however, realizing the fact that schools

were necessary to the advancement of civilization, refinement and improvement, were not slow in doing all within their power to secure them in their communities.

The school-house of the pioneers was generally located at the intersection of roads, where there were any, or on the brow of some hill. It was formed of logs, sometimes roughly hewed, and was generally about eighteen feet wide by twenty-four feet long. The eaves were about ten feet from the ground, and the roof was covered with rows of clapboards, held in place by long poles running lengthwise. The openings between the logs were chinked with pieces of wood, stones or any other convenient material, and plastered with mortar made from the ground near by. The door was made of rough boards, hung on hinges of wood, and fastened with a latch of the same material. The floor was made of rough boards, where they could be obtained, but frequently logs split in two and hewn smooth were made to answer the purpose. The windows were sometimes made by cutting out one of the logs and pasting oiled paper over the opening, thus admitting some light and excluding some cold; but where glass could be obtained, openings were made by cutting through three or four logs and inserting sash. No stoves were used in those days, but instead an ample fire-place was constructed by sawing out a few logs at one end of the house and filling up the hole thus made with stone and mud, which formed the back of the fire-place. Sometimes the extravagance of a brick hearth was indulged in, but usually the hearth consisted of dried clay and sand. The chimney was built of sticks, plastered on the inside with mud. Wood being plenty, there was usually a rousing fire roaring in these primitive fire-places. The school furniture was in keeping with the exterior and interior appearance of the building. For seats, slabs mounted on legs were universally used, while desks were constructed by placing boards upon pins driven into the walls of the house. The inside walls were sometimes covered with boards, but more usually received the common coat of mortar. These walls were bare of pictures and other ornaments, if we except such rude efforts at portraiture as were made by the more ambitious and skillful pupils with no better material than chalk or a piece of coal taken from the fire-place. Those adjuncts which are now regarded as indispensable features of every school-house, as well as of the adjacent grounds, were seldom, if ever seen; but the time and ingenuity of the builders of these primitive temples of learning seem to have been exhausted when the main building was completed and furnished in the ordinary way.

The wages obtained by teachers in the early days was an uncertain quantity. The teacher would usually draw up an article of agreement binding himself to teach the school for some specified number of weeks, six days per week, and from six to eight hours per day, for which the patrons agreed to pay him a stipulated sum for each pupil sent. Sometimes the teacher received a part of his pay in farm produce, or labor, when the patron was unable to pay in money.

The branches usually taught in the schools in those early days were reading, spelling, writing, and arithmetic. Sometimes geography and grammar received attention, but not often. The books mostly used were Murray's English Readers, with Introduction, Dilworth's and Webster's spelling books, Daboll's and Ostrander's arithmetics, Morse's geography, and Greenleaf's and Murray's grammars. The instruction in most schools was very rudimentary in character, while it cannot be said that there was much, if any, method in the manner in which it was given. Spelling and reading were made specialties, and were regarded as the chief tests of scholarship. The alphabet was taught in the

slow old way, by commencing at the letter A and naming the letters in order to the letter Z. Usually one term was consumed in learning the letters, and a second one in learning words of one syllable and simple words of two syllables. If a pupil was sufficiently apt to be able to learn the exercises in reading in the spelling-book during the third term, he was immediately advanced to the English reader class. There were no mental arithmetics in use in those days, and the first exercises of the student in the study of numbers were in connection with the slate. The average pupil generally progressed before quitting school as far as through the fundamental rules, and possibly to "vulgar fractions;" others, endowed with more perseverance and favored with better opportunities, were not content until the mysteries of the "rule of three" had been explored, while occasionally one might have been found who had been "through the book." Neither gold nor steel pens were used, but the writing was done with pens made of quills. One of the chief requisites in a teacher's qualifications consisted in his ability to make and mend pens.

Such was the condition of education throughout the rural districts of Michigan prior to its admission as a state. Many schools of a higher character than those whose description has been attempted, had, in the meantime, been established in the larger towns; but nearly all schools were supported by the voluntary contributions of the people.

Notwithstanding the limited facilities provided by which instruction might be given the children of the early days, there were to be found among the pioneers men who had received liberal culture in the schools and colleges of the eastern states; while it may be truly stated that narrow and restricted views in regard to education found lodgment in the minds of comparatively few of the people. It was not their intention to confine school instruction to those subjects, a knowledge of which would enable the child to provide for the wants of his physical nature alone, but whenever circumstances permitted they sought to enlarge its sphere and make it an important agency in arousing and strengthening the child's moral and mental attributes as well. The social status of the teacher was on an equal footing with that of the minister and the physician. Society welcomed him to its presence as an honored member. His periodic visits to the homes of his pupils were regarded as great events by each household, and many were the preparations that preceded his appearance to "board out" the share of any patron of his school. The qualifications of the teachers were various in their character, but generally such as to command respect, and the influence they exerted in the communities in which they were employed contributed not a little to the formation of that public sentiment which afterward obtained a practical recognition of school interests in the building of the State.

A CONTEMPORARY VIEW.

It was about the time of the organization of the school system of Michigan that there was started a very general agitation of school interests and improvements throughout the country. The teachers' institute and the educational association had hardly yet been organized, except perhaps in one or two states in a very experimental way; but active public-spirited men were devoting a large share of their time and energies to systematic lecturing tours through various sections of the North. Horace Mann, Dr. Mayo, Henry Barnard, and others were active in this good work, and their labors bore abundant fruit in the general intelligence which the people gained regarding their school interests.

Among the men who traveled widely throughout New England and New York was Prof. J. Orville Taylor, editor of an educational monthly, "The Common School Assistant," published at Albany, N. Y., and the agent and manager of an enterprising school-book publishing concern, styled "The American Common School Union." Mr. Taylor visited Detroit in June, 1839, and from there started on a lecturing tour throughout the southern part of the State, visiting fourteen of the leading places in the southern tiers of counties. He was probably the pioneer in the State of that corps of school-book agents who have from that day to this been among the most active and progressive friends and advocates of good schools, good education, good methods, and good books.

In the number of his magazine for September, 1839, we find the following very interesting description of his visit to Ypsilanti, June 10, 1839:

OUR EDUCATION TOUR IN MICHIGAN.

This young State has burst into existence with all the suddenness and beauty of an opening flower in the tropical climate; and although she is not yet the "Empire State," she is destined to be the "Educating State." Michigan has a larger school fund in prospective, and a better school law in operation than either of her sister states. Perceiving these important features in a new State, I had long felt a desire to visit the people and the schools of Michigan. On the 9th of June I had the privilege of addressing a large audience in the State House at Detroit, and at the close of this meeting, through the earnest solicitations of the Hon. C. C. Trowbridge and others, agreed to lecture in the following prominent places of the State: Ypsilanti, Ann Arbor, Jackson, Marshall, Kalamazoo, St. Joseph, Niles, Edwardsburgh, White Pigeon, Centerville, Coldwater, Jonesville, Tecumseh, Monroe and Detroit.

The first place to visit was Ypsilanti. This flourishing village is fifteen years old and already numbers 2,000 inhabitants. It contains four excellent schools,—two district and two private schools.

Mr. D. Hammond, the teacher of one of the district schools, is an experienced, well-informed, competent instructor of youth. His school numbers 65. The external appearance of the school-house is pleasant; but the rooms are not ventilated, and the desks and seats are badly constructed. The lower part of the windows was too near the floor, permitting the children to look into the street; the ceiling was so low that it gave the room a close, cramped appearance.

A school-room should have a ceiling at least fifteen feet high; the bad air could then rise above the children's heads, and a good sized window would not extend so far down as to permit the children to look through it. The upper sash of the window should drop instead of raising the lower one. After mentioning this construction of school-houses, and the above atmospheric principles to Mr. H., he remarked, "I have frequently requested my employers to make the alterations you propose, but they think it downright folly, and I cannot get them to do anything."

This did not surprise me, for on a certain occasion I took no little pains to point out to a parent these improvements in a school-room, when the poor man very insidiously looked me in the face and said: "I guess that's some speculation of yours to make something out of us; we don't believe in this changing,—it's all got up to make money."

I remarked to him that I was not a carpenter, and that he only could make anything by the proposed alterations. "But," said he, "we don't want ventilators, as you call them, for they'll let the cold air down upon the school."

I was obliged to let the house rest as the good people had made it; and I think Mr. Hammond will be compelled to labor long before he convinces his patrons "that those who will not receive new virtues must abide old evils."

Mr. Hammond receives from each pupil two dollars per quarter, and all things considered has a school which does himself and the village great credit. We were glad to learn that Mr. H. makes the business his study and profession for life.

Mr. Melvin, the teacher of the other district school, is a young man of good attainments, and one who thinks for himself. Will make an excellent teacher if *properly encouraged and rewarded*. Has 60 scholars. The school-house is of brick material and delightfully located in a shady grove.

I was glad to see back pieces to the seats which his small pupils occupied. The ceiling of his room, however, was too low, and the air impure from a want of ventilators.

The seats and desks in both of the district schools could be improved essentially.

The long seats, permitting children to sit side by side, and to look each other in the face, should give place to single seats, all facing the teacher.

Miss Clark's private school numbers 35 young ladies, who are not pleasantly accommodated in a small room in a private dwelling. The citizens of Ypsilanti should provide Miss C's school with a more suitable room. I found in the school a globe, an orrery, a good set of diagrams; also a small philosophical apparatus.

Miss Thomas teaches the other private school. In this I found 30 young misses and four or five small boys. Music, painting, drawing, French, etc., were taught here as in Miss Clark's school. We believe Miss T., however, is the only one who teaches vocal music in school.

Vocal music should be taught in all our schools, for we can sing some things into people that we cannot talk into them. The Germans have these proverbs: "Music is the gymnastics of the affections," and "When there is music the devil is absent." An old German teacher was once heard to say that "when his pupils were singing the devil sat *outside* of the school door and growled."

As Ypsilanti has a population of 2,000, there should be 400 children in school, as one-fifth of the people are between four and sixteen years of age. But it is seen that only 195 children were attending school. And as all the schools were full of children, it is evident that at least another school and greater exertions in behalf of education are required. The healthy, beautiful location, and the urgent demands for a high school or academy, make Ypsilanti a desirable place for some enterprising scholar, who is determined to make teaching a well rewarded and honorable profession.

II. TERRITORIAL LEGISLATION.

The history of early legislation may now, perhaps, be considered a matter of no practical importance. But to know the difficulties which embarrassed it, is to increase our appreciation of the value of the blessings we have derived from it, and to make us estimate more highly our educational privileges. Much of this history has been developed in the former reports of the Superintendent of Public Instruction. Reference to it will show what an object of constant interest education has been to the inhabitants of Michigan from its earliest settlement to the present day. In the journals of the Territorial Legislature, in the articles of admission into the Union, in the first Constitution of the State, in the messages of its successive chief magistrates, in the acts of the Legislature, and in the efforts of the people, will be found ample proof that under all changes and circumstances the subject of public instruction has been of first importance.

The first steps to secure the benefit of the land grant of more than a quarter of a century before were taken in 1824, when for the first time the people had elected their own local Legislature. At that period the attention of the Territorial Legislature and of Congress was called to the preservation of the grant and its ultimate application to the uses so nobly designed by the Fathers of the Republic. The circumstances of the country had been peculiar. The population was small, and ancient private land claims existed, unsettled and ill-defined. No surveys were made until after the war of 1812, and it had, till then, been impossible to give effect to the grant; but as the prospects of the territory began to be changed and the fertility of the soil became known, the influx of emigrants from other states commenced, and it was the earliest work of the first Legislature of the territory to secure for themselves, for us, and for posterity, the benefits it was designed to afford.

The first law passed to provide for a system of common or primary schools was in 1827, four years after the organization of the Legislative Council. This act provided that every township containing fifty inhabitants or householders should employ a schoolmaster, of good morals, to teach children to read and write, and to instruct them in the English and French languages, as

well as in arithmetic, orthography and decent behavior, for such terms of time as should be equivalent to six months for one school in each year; every township containing one hundred families or householders, for an increased length of time; and to provide in addition a schoolmaster or teacher to instruct children in the English language. Every township containing 200 families or householders was to be provided with a grammar schoolmaster of good morals, well instructed in the Latin, French, and English languages. For neglect of any township to procure and support such teacher as was required for the various lengths of time, the township incurred a penalty in proportion, from fifty to one hundred and fifty dollars; and the penalty was to be levied by warrant from the court upon the inhabitants of the deficient township, and was appropriated for the use of such schools as had complied with the law, and whose circumstances most required such assistance. The inhabitants were to choose five persons within their township, as inspectors of common schools, who possessed similar powers to these officers at the present time. The inhabitants voted at the annual meetings to raise such sums of money upon the polls and ratable estates, within the respective townships, for the support and maintenance of a schoolmaster, to teach youth to read, write, and cipher, as a majority deemed expedient; to be assessed and collected at the same time and in the same manner with the township and county taxes; the moneys were apportioned by the supervisor and township clerk, according to the number of children between the ages of five and seventeen, as appeared by a census of the district, taken under oath by one or more of the trustees of the school, who were appointed in each of the districts. The moneys were to be applied exclusively in paying the wages of the teacher or schoolmaster. But the law did not apply to any township which at an annual meeting declared by a "two-thirds vote that they would not comply with the act."

In 1828 Congress authorized the Governor and Council to take charge of the school sections, to protect them from waste and injury, and to provide by law for leasing them. In 1833 the school law of 1828 was repealed and another act passed, which provided for the election of three commissioners of schools and ten inspectors, whose duties were similar to those of inspectors under the present law. They were charged with the protection of section sixteen, with power to lease and manage it, in whatever manner they deemed best calculated to enhance its value. Any moneys arising from such care and management were to be applied to the support of common schools. The mode of taxation to build a school-house, after a majority of the inhabitants approved of the estimate of expense, was similar to later provisions, requiring the director of each district to obtain a transcript of so much of the last assessment roll of the township as related to his district, and to add to it all the property of persons who had become residents, and of residents who had purchased since the last assessment roll was made.

A humane provision of the law gave discretion to directors, whenever there was within any district any poor and indigent person, unable to pay for the instruction of his or her children, or where there were poor children without parents, to order such children to be instructed at the school, and the expense of such instruction was defrayed by tax upon the property of the district.

This law gave authority to the several commissioners of adjoining townships to constitute and establish conjointly school districts on the line dividing such townships. It also authorized the appointment of some person, by the Governor of the Territory, as "Superintendent of Common Schools;" but there

is no record, that we have been able to find, that this office was ever filled. It was made the duty of this Superintendent to take supervision of section sixteen, and of all fractional sections for the use of schools, where trustees or commissioners had not been chosen. The directors of districts were to report to the Superintendent the whole number of pupils taught in the district for three months, and any additional time, together with the amount of moneys received from the commissioners. It was made the duty of the Superintendent to report annually to the Legislative Council the number of children taught, the condition of the school lands, suits or actions brought, and moneys arising from this and other sources, and whatever else might to him appear necessary concerning the lands and the condition of the schools.

In 1835, the same year in which the law was passed to form a Constitution and state government, an amendment to the act of 1833 made it the duty of the school commissioners to make yearly dividends of all moneys coming into their hands by virtue of their office, for rents or damages done to section sixteen, and to distribute and pay over the amount to the directors, in proportion to the number of pupils taught, according to the provisions of the law of 1833. This amendment repealed the sections of the previous act relating to the Superintendent, and provided for his appointment by the Governor, by and with the advice and consent of the Legislature, with the same powers and duties as before.

III. ORGANIZATION OF THE SCHOOL SYSTEM.

The first Legislature of the State of Michigan convened at Detroit, November 2, 1835, pursuant to the provisions of the Constitution, and adjourned March 28, 1836. The subject of education did not receive attention at this meeting, but at an extra session which opened July 11, 1836, the effective organization of the future school system came up for consideration. In his first message to the Legislature, Governor Stevens T. Mason called attention to the importance of making liberal provision for schools in the following language: "Ours is said to be a government founded on intelligence and morality, and no political axiom can be more beautifully true. Here the rights of all are equal, and the people themselves are the primary source of all power. Our institutions have leveled the artificial distinctions existing in the societies of other countries, and have left open to every one the avenues to distinction and honor. Public opinion directs the course which our government pursues, and so long as the people are enlightened, that direction will never be misgiven. It becomes, then, your imperious duty to secure to the State a general diffusion of knowledge. This can in no wise be so certainly effected as by the perfect organization of a uniform and liberal system of common schools. Your attention is therefore called to the effectuation of a perfect school system, open to all classes as the surest basis of public happiness and prosperity."

On the 16th of July, 1836, Mr. Whipple, from the committee on education, to whom had been referred a resolution of the House of Representatives, instructing them to report whether any law be necessary to give effect to the Constitution, regarding the subject of education, reported that full and complete effect could not be given at this session to an article respecting it; that in legislating upon a subject of such vital importance, the proceedings of the Legislature should be guarded; that no measures should be taken without the greatest consideration; that the Congress of the United States, appreciating

the vast importance of a universal diffusion of knowledge, so necessary to the very existence of a republican government, had granted to the State, lands, not only for supporting an extended system of common schools, but for the purpose of founding a University; that the framers of the Constitution, impressed with the magnitude of the subject, with wise forecast, had adopted an article intended to protect the fund from being diverted, and made other general provisions, well adapted to attain the great end sought to be accomplished; that the committee did not think it expedient then to recommend the adoption of any system of instruction, but had provided a bill for collecting such information as would enable their successors to act understandingly, and hoped that by an efficient and well digested system to be devised thereafter, the intellectual and moral condition of the people would be improved, their happiness promoted, and their liberties established on a firm foundation. The bill thus introduced resulted in the act approved July 26, 1836, and under its provisions on the same day Rev. John D. Pierce was nominated by the Governor for the office of Superintendent of Public Instruction, and unanimously confirmed by both branches of the Legislature. To this officer was confided, by the act referred to, the responsible duty, among other things, of preparing a system for common schools, and a plan for a University and its branches.

At the session of the Legislature in 1837, in accordance with the act of the preceding year, Mr. Pierce submitted a plan for a system of public instruction. This plan defined the rights, powers and duties of school districts; the duties of district officers; of township officers, of school inspectors, and of townships; proposed the establishment of libraries, and plans for school-houses; the establishment of academies as branches of the University, and a method of organization for the University, and also defined the duties of Superintendent of Public Instruction. The officers of the system proposed for school districts were moderator, vice moderator, director and assessor, and three township school inspectors, with the township clerk as clerk of the board.

The following extract from the report of the Superintendent evinces the high estimation in which that officer viewed the system of free schools as connected with education in a government like ours. He says:

"It has been said, and rightly too, that common schools are truly republican. The great object is to furnish good instruction in all the elementary and common branches of knowledge, for all classes of community, as good indeed for the poorest boy of the State as the rich man can furnish for his children, with all his wealth. The object is universal education—the education of every individual of all classes. The great thing which has rendered the Prussian system so popular and efficient, which has so strongly attached it to the hearts of the people, and made it an essential element of the social state, is its truly republican character. It is this feature of free schools which has nurtured and preserved pure republicanism in our own land. In the public schools all classes are blended together; the rich mingle with the poor, and both are educated in company. In their sportive gambols a common sympathy is awakened; all the kindlier sensibilities of the heart are excited, and mutual attachments are formed which cannot fail to exert a soothing and happy influence through life. In these schools the poor are as likely to excel as the rich, for there is no monopoly of talent, of industry, or of acquirements. It was the ceaseless application and untiring perseverance of Franklin, and not his wealth, which raised him to the highest eminence. It is this system which brings forward and elevates to places of distinction a due proportion of that class of citizens which the

Romans called new men—men who owe nothing either to birth or fortune—but all to the free schools and their own exertions. It is this principle of universal education adopted by the Pilgrims, and cherished by their descendants through succeeding generations, which has given them and their sons pre-eminence. Nothing can be imagined more admirably adapted, in all its bearings, to prostrate all distinctions arising from mere circumstances of birth and fortune. By means of the public schools the poor boy of to-day, without the protection of father or mother, may be the man of learning and influence of to-morrow; he may accumulate and die the possessor of thousands; he may reach the highest station in the Republic, and the treasures of his mind may be the richest legacy of the present to coming generations. Whilst the reverse of all this may be true of the young scion of wealth and power, proud and accomplished as he may be in person, and gifted also by nature with the highest order of intellect, and blessed with the fairest prospect of usefulness; the long cherished hopes of doating parents, and the brightest youthful visions of rising greatness, may all be disappointed in some thoughtless moment of ungoverned passion, and his sun go down in the gloom of midnight darkness. Let free schools be established and maintained in perpetuity and there can be no such thing as a permanent aristocracy in our land; for the monopoly of wealth is powerless when mind is allowed freely to come in contact with mind. It is by erecting a barrier between the rich and the poor, which can be done only by allowing a monopoly to the rich—a monopoly of learning, as well as of wealth—that such an aristocracy can be established. But the operation of a free school system has a powerful tendency to prevent the erection of this barrier."

Another feature which was presented to the consideration of the Legislature was the obligation on the part of the State to suffer none to grow up in ignorance. For this purpose, the Superintendent suggested that all persons having the care of children should be required to send them to school the constitutional portion of each year. The objects to be attained were the welfare of the individual instructed, and the security of the State; and the reason given was, that the State had the right to require the education of all children and youth, and to impose upon all to whom their management and care are committed the duty of educating them. In carrying out this idea, the Superintendent was of opinion that it might not be consistent with the principles of our Constitution to prohibit private seminaries, but that it was consistent, with both the spirit and the letter of our institutions, to place the public schools upon high and elevated ground, to make them adequate to the wants of the whole community; to place them on such a footing as to furnish the best instruction, not only in the more common, but in all the higher branches of elementary knowledge. "But," says the Superintendent, "the most perfect organization of the entire system in all the varied departments of instruction must fail of securing the desired results without a sufficient number of competent teachers." To this end, it was suggested, as a subject for consideration, whether it would not be expedient to fix, by law, a minimum price, below which no teacher should be entitled to receive aid from the public fund, and to provide prospectively that every teacher of the public schools shall have been through a regular course of training, and have received his diploma from the academic board, setting forth his qualifications as a teacher. It was suggested, in relation to the public money, whether any township ought to be entitled to its proportion of the income of the fund, which did not comply with the provisions of the law, and maintain an efficient school board. It was recommended that the active agents of the schools, upon whose activity and energy the success of the system would

depend, be few as possible, their duties clearly defined, and their services paid for; that the time of any man was his property, and ought not to be taken by the public without remuneration.

It was recommended that the Legislature provide, as soon as circumstances would permit, for district libraries. The clear proceeds of all fines, the equivalent for exemptions from military duty, and a district tax of \$10 were suggested as establishing the basis of a fund for the purpose.

Mr. Pierce also made recommendations for a law defining the duties of the Superintendent of Public Instruction, and presented a plan for the management of the University and the establishment of academies or branches of the University. These recommendations will be found more fully treated elsewhere in these sketches.

The report of Mr. Pierce was presented to the Legislature on the 5th of January, 1837, and, February 18, the committee on education in the House of Representatives submitted a report concurring in the views presented by the Superintendent, and also a bill, which was passed, authorizing the Superintendent to sell the lands set apart for educational purposes, both school and University and to invest the proceeds in the manner pointed out by law, and to give him the care and disposition of all the lands and other property reserved and granted to the State for educational purposes. A law was also passed defining other powers and duties of the Superintendent, to which attention is given elsewhere in these sketches, and on the 20th day of March of this year was approved the "act to provide for the organization and support of schools." This law also carried out in its details the views of the Superintendent, but did not give to Michigan a system of free schools. It provided for the establishment of school districts, with the offices of moderator, director and assessor, and defined their duties; for the appropriation of a share of the proceeds arising from "fines, breaches of penal laws and exemption from military duty," to every district in which the inhabitants voted a tax for a suitable library case, and a sum not to exceed ten dollars annually, for the purchase of books; it established a board of school inspectors, defined the duties of township clerks relative to schools, and provided for the distribution of the income of the school fund among the school districts in proportion to the number of children in each between the ages of five and seventeen years, and required a report from the inspectors to the county clerk annually of the whole number of districts in the township, the number from which reports were received for the year, the length of time a school had been taught for the year by a qualified teacher, the amount of public money belonging to each district, the number of children taught in each, and the number belonging to each between the ages of five and seventeen, the amount of public moneys, the amount raised in the townships for schools, and the manner of its appropriation. The method of supporting the schools was by the levy of a tax upon the taxable property of the district, in proportion to its valuation, which was to be obtained by a transcript of the township assessment roll. The districts had authority to levy and assess upon the taxable property of the district all moneys voted by the district, the necessary sums for appendages and fuel, and for purchasing and leasing a site, and building, hiring or purchasing a school-house—a fund to be raised for this purpose specially. It was made the duty of the board of supervisors to add to the sums to be raised in each township a sum equal to that apportioned to the townships from the income of the school fund.

Such in brief were the provisions of the original school code of the State.

With but forty-six sections at that time, it has since gradually expanded until it now numbers over two hundred sections, and nearly all of the original have been more or less amended or changed, yet the first general plan is still the foundation upon which the present system is built.

IV. DEVELOPMENT AND GROWTH OF THE SYSTEM.

To trace the development and growth of the common school system in all its details, and to note the many additions to and changes in the provisions of the school code of the State, would prove a more extensive labor than is contemplated in the compilation of these sketches; consequently, only a few of the more important features of advancement in the system are noted in this connection. It has also been found necessary to omit any notice of projects of legislation, as well as many enactments of secondary importance, and nearly all mention of local or special laws.

SCHOOL LANDS.

The idea originally entertained by Congress in making the grant of the sixteenth sections, was to give to each township the exclusive benefit of its own section. Some of the States had acted upon this idea, and the result was that some townships secured a much larger fund from the sale of the lands than others, while in many cases much of the avails was lost or squandered. In the case of Michigan, however, chiefly through the influence of General Isaac E. Crary, this grant was made to the State, and the avails of the grant became, in consequence, a common fund which has ever been carefully protected by the State.

The lands having been secured to the State, the first all important question to decide was as to what disposition should be made of the lands by which the greatest amount might be realized. Some proposed that the lands should be leased, not sold. But most were soon satisfied that such a plan would be a failure, and it was decided that the lands should be sold. The Superintendent of Public Instruction was authorized to sell to the amount of one and one-half million dollars at the minimum price of eight dollars per acre. The terms were, one-fourth at the time of sale, and the remainder in annual installments, commencing within five years after the purchase, at seven per cent. interest; and giving twenty-five years to complete the payment. The sales were to be at auction, and those lands not sold could afterward be taken at the minimum price.

The first sales were held July 5, 1837; and in a few months they amounted to over four hundred thousand dollars, at an average of twelve dollars per acre. It was a time of contracted currency, but of inflated credit and expectations; and of over six hundred thousand dollars sales in the first four years, about one-third of the lands were forfeited for non-payment of interest, although an extension of time was twice granted by the Legislature. Many found the three-fourths of the price still due was more than the full value of the land, and allowed it to revert to the State, while others submitted to the forfeiture on account of their inability to meet the interest.

In 1841 the law was amended, whereby the minimum price was reduced to five dollars per acre, and purchasers were permitted to pay the three-fourths at their pleasure; making it a permanent loan so long as the annual interest should be paid. This was also made applicable to all previous sales. But this

failed to meet the necessity of the case or to stop the forfeitures. The trustee had driven a hard bargain with the parents of its wards, and further relief was deemed necessary and just.

In 1842 this relief was granted by an act that all school lands that had been sold for eight dollars or more per acre, should be appraised by the Associate Judge and Surveyor of the respective counties (but not to be less than five dollars per acre), and the difference between the original price and the appraised value was to be credited upon the principal. Under this appraisal the reduction was from an average of about eleven dollars per acre to about seven dollars; and this, with the forfeitures, reduced the fund nearly one-half. The sales up to December 10, 1842, had amounted to \$711,404.85; which, under the above provisions, was reduced to \$359,809.41.

Until the year 1843, the custody and accounts of the University and school lands were with the Superintendent of Public Instruction; but in that year the State Land Office was established, and he was thereby relieved of that onerous duty. Their custody, while the State was under territorial government, was given to the Governor and Council, and by them assigned to a Board of Commissioners. By the time their custody became permanently fixed with the Land Office, the situation of the fund had become greatly confused. The books had been imperfectly kept, the records were deficient, and the principal thing shown was the "totals." But there is no reason to suspect any fraudulent practices. The confusion is fully accounted for in the multiplicity of duties of the Superintendent, the frequent changes in the law, and the forfeitures and reductions by appraisal.

These lands were originally estimated at 1,148,160 acres; the Auditor General, however, in his report for 1874, gives the amount as 1,067,396 acres, while the Commissioner of the State Land Office furnishes a statement, made from the records in his office in 1880, that the whole amount of school lands received by the State aggregates 1,077,208.76 acres. This last amount includes not only the original, but all lands more recently granted to supply deficiencies in fractional sections, and for portions of sections which had been sold by the Federal Government. Of these lands there were remaining unsold, September 30, 1880, 426,860.39 acres, which would show that over 650,000 acres have been disposed of. The average price per acre for which these lands have been sold is about four dollars and fifty cents.

PERMANENT FUND.

From the sale of these lands the greater part of the permanent fund for the support of schools in the State is derived. In the management of the school moneys, at an early day the policy of loaning the same to counties and individuals was adopted. The policy of loaning to individuals was, however, soon abandoned, and yet, of such loans, the amount of about \$12,000 was lost to the State. Mortgages were taken in each case, but, for some reason, no successful effort was ever made to foreclose them. One of these mortgages was foreclosed and bid in for the State, but the State never took possession, while another was canceled by a resolution of the Legislature in 1877. The remainder stand to this day uncanceled on the records. In 1847 the Legislature directed the Board of Auditors on land claims to collect or compromise these debts, but there is no evidence that the subject was ever considered by the Board.

But the time soon came when the State needed money to pay its own debts, and the policy was adopted of making a perpetual loan to the State of the educational funds; consequently, the avails from the sale of the school lands have, for many years, gone into the State Treasury, the faith of the State being pledged for the annual interest, at the rate of seven per cent. This is unquestionably the wisest policy that could have been adopted. The fund is now safe beyond all possible contingency, while the State not only pays interest upon the money that is covered into the Treasury, but assumes and guarantees the payment of interest due from purchasers of part-paid lands. Besides the amount derived from the avails of the school lands, a slight addition is made to this fund each year by the proceeds arising from the sale of such lands as have escheated to the State through a failure of heirs. This fund is known as the primary school fund.

In addition to the above funds, section five of the act of 1858, providing for the sale of swamp lands, requires that one-half of the cash avails of such lands shall be denominated a school fund, and be disposed of in the same manner as the fund derived from the sale of the school lands, except that the State shall pay but five per cent. interest instead of seven. To distinguish this fund from the former, it is designated and known as the primary school five per cent. fund.

It will be observed that while nominally the ownership of the school funds is in the State, the State is but the trustee, and the funds belong to all those who, for the time being, are the proper subjects of the benefits arising therefrom. The condition of these funds September 30, 1880, was as follows:

Primary School Fund.

In the hands of the State.....	\$2,554,590 96
Due from purchasers of lands.....	424,639 15
Total seven per cent. fund.....	<u>\$2,979,230 11</u>
Income.....	<u>210,773 15</u>

Primary School Five Per Cent. Fund.

In the hands of the State.....	\$326,350 95
Due from purchasers of lands.....	35,368 38
Total five per cent. fund.....	<u>\$361,719 33</u>
Income.....	<u>16,181 45</u>
Income from both funds.....	<u><u>\$226,954 60</u></u>

The only means as yet provided for an increase of the permanent school fund is the sale of the remainder of the primary school lands, and one-half of the cash avails of swamp lands. What the ultimate accumulation may amount to is a matter of conjecture, and an estimate made now would most probably prove quite different from the facts that time and circumstances shall develop. But to the interest fund, which is yearly apportioned to the districts, a very large increase is possible, and almost certain, at no distant day. Section 1 of Article XIV of the Constitution provides that the specific taxes received from

various corporations shall be added to and become a part of the primary school interest fund, as soon as the state debt shall have been extinguished. Under this provision, these taxes will be added annually to the amount apportioned to the schools.

The following table will show the amount of the primary school interest moneys apportioned and paid by the State, and the rate of apportionment per child * for each year from 1839 to 1880, inclusive. There were some payments during the two or three years preceding 1839, but of the amounts we have not been able to find any reliable statements.

YEAR.	Rate per Child.	Amount Paid to Counties.	YEAR.	Rate per Child.	Amount Paid to Counties.
1839.....		\$20,248 96	1860.....	\$0 46	\$108,823 62
1840.....		19,217 68	1861.....	42	108,457 31
1841.....		10,789 36	1862.....	50	126,464 16
1842.....	\$0 32	15,489 92	1863.....	50	130,978 50
1843.....	37	19,292 17	1864.....	50	136,362 00
1844.....	42	28,076 06	1865.....	48	134,634 42
1845.....	28	22,237 34	1866.....	46	136,550 00
1846.....	31	27,925 72	1867.....	45	143,787 59
1847.....	32	31,274 74	1868.....	45	151,630 50
1848.....	30	32,605 20	1869.....	47	165,651 27
1849.....	33	39,057 67	1870.....	48	179,483 16
1850.....	34	42,794 44	1871.....	49	186,485 24
1851.....	34	46,824 80	1872.....	48	186,915 84
1852.....	40	57,559 60	1873.....	49	196,613 60
1853.....	36	54,033 18	1874.....	50	208,935 06
1854.....	45	72,537 75	1875.....	50	217,499 06
1855.....	48	83,242 08	1876.....	50	223,969 00
1856.....	53	99,925 52	1877.....	46	211,055 56
1857.....	53	107,170 37	1878.....	50	234,499 57
1858.....	50	107,569 89	1879.....	48	227,565 20
1859.....	46½	105,706 07	1880.....	47	226,954 60
Total payments.....					\$4,681,893 78

TOWNSHIP SCHOOL OFFICERS.

In the original plan, each township had three school inspectors, whose duty it was to organize districts, apportion the school moneys to the districts, examine teachers and grant certificates and visit schools. They were also required to make annual reports to the county clerk of the schools in their township. With the exception of some changes in the mode of visitation, which are more fully treated elsewhere in these sketches, the provisions of the original enactment remained unchanged till 1867, when the county superintendency was established. Since that time, and especially upon the repeal of the county superintendency law, the organization and duties of the township board of school inspectors have been variously modified. At the present time the board consists of the township superintendent of schools, the township clerk and one elected school inspector. The township superintendent is the chairman and treasurer of the board, and the township clerk is made its clerk by virtue of his office. The duty of the board is to organize school districts, and change

* We have been unable to ascertain the rate of apportionment per child previous to 1842.

their boundaries when necessary; to locate sites for school-houses on the failure of districts to agree; and it may appoint district officers when districts fail to elect. It also compiles the annual reports of the directors of the several districts in the township and forwards the same in connection with its own annual report, to the county clerk, to be by him transmitted to the Superintendent of Public Instruction. It also has the care and management of the township library. In the several incorporated cities of the State the schools are removed from the control of the township inspectors and placed under the entire control of the boards of education of such cities, such boards being empowered to perform, in and for their respective cities, duties similar to those of the township boards of school inspectors.

The following table shows the number of boards of school inspectors of townships and cities reporting to the Superintendent of Public Instruction, each year, from 1836 to 1880, inclusive:

YEAR.	Number Reporting.	YEAR.	Number Reporting.	YEAR.	Number Reporting.	YEAR.	Number Reporting.	YEAR.	Number Reporting.
1836	39	1845	417	1854	508	1863	695	1872	902
1837	109	1846	420	1855	517	1864	708	1873	941
1838	245	1847	425	1856	540	1865	713	1874	955
1839	302	1848	442	1857	577	1866	735	1875	987
1840	324	1849	448	1858	605	1867	774	1876	1,004
1841	331	1850	460	1859	628	1868	780	1877	1,030
1842	355	1851	477	1860	647	1869	828	1878	1,064
1843	359	1852	491	1861	658	1870	858	1879	1,064
1844	380	1853	503	1862	680	1871	883	1880	1,075

SCHOOL DISTRICTS AND OFFICERS.

The school district is the simplest element of the common school system of Michigan. Its formation was the first thing mentioned in the original state legislation providing for the common schools. Under this enactment it was made the duty of the board of school inspectors to divide the township into such number of school districts as might be deemed necessary, all districts being limited to nine sections of land. It was also provided that whenever it might be necessary or convenient to form a district from territory in two or more adjoining townships, the inspectors of such townships should meet in joint session and take the necessary action in the formation of such district. Whenever the inspectors had formed any district, it was made the duty of the township clerk to deliver a notice of such formation and of the time and place of the first meeting to a taxable inhabitant of the district, and he was required to notify all voters residing in the district of the same. The voters thus notified were to meet in accordance with the notice and proceed to organize the district by the election of officers and the transaction of other necessary business. These provisions have never been materially changed, and, consequently, districts are now formed and organized very much in the manner described. The earlier laws gave the right to vote at a district meeting to every white male inhabitant of the district who was at least twenty-one years of age, and who was also liable to pay a school tax in the district. This provision was afterwards amended so that all tax-payers of whatever color or sex became voters. This law has been since amended from time to time, so that the present enactment provides that every person of the age of twenty-one years or more, regardless of race or sex, who has property liable to assessment for school taxes in any district, and who has

resided in the district at least three months preceding any district meeting, is a qualified voter on all questions arising in the district, and all such persons, unless they are aliens, are eligible to hold district offices. It is also provided that all other persons of like age and residence, who are not tax-payers in the district, but who are entitled by the general laws of the State to vote at township elections, may vote at a district meeting on such questions as do not involve the raising of money by tax.

From the beginning of the state system, the officers in all primary school districts have been a moderator, a director and an assessor, and these officers together have constituted the district board. Previous to 1859 the officers were elected annually for a term of one year each, but since that date the term of office has been three years, one officer being elected annually; thus providing for a continuous organization and doing away with abrupt changes in policy and in the administration of district affairs.

Owing to the rapid increase in population in many districts, especially in villages and cities, it became necessary under the original law, which contemplated the employment of but one teacher in each district, to divide the district in order to employ a sufficient number of teachers. The people, however, did not favor such divisions, and the Legislature consequently authorized the inspectors to form union school districts, each having an enlarged board. Out of this ultimately grew the graded and high school law which was enacted in 1859. By this act, which has been but slightly amended since, a district having more than one hundred children between the ages of five and twenty years is now empowered to organize as a graded school district and to elect a board consisting of six trustees, two of whom are elected annually for a term of three years each. This board chooses from its own number a moderator, a director, and an assessor. At the time this law was first enacted, districts organizing under its provisions secured much greater powers than they could exercise under the more simple organization. Since that time, however, the powers of primary school districts have been gradually enlarged from time to time, until they are very similar for all practical purposes to those in graded school districts, while the duties of the district officers under either form are almost identical.

The duties pertaining to a district board, at the present time, consist chiefly in the following: It has the custody of all the school property of the district; reports taxes to the supervisor of the township for assessment; manages the district moneys; purchases and leases sites for school-houses and builds school-houses, as may be directed by the district; fills vacancies occurring in its own number; employs all teachers that may be necessary for the schools; provides for at least the minimum amount of school in each year, and for as much more as the district may vote at its annual meeting,—a district having less than thirty children between the ages of five and twenty years, must maintain school at least three months during the school year or forfeit its public moneys; a district having thirty children or over of like age must maintain a school at least five months, or a district having eight hundred children or more must support a school at least nine months, on pain of like forfeitures of public moneys. It is also made the duty of the district board to prescribe the textbooks to be used in the schools, to arrange courses of study to be pursued in the schools, and to establish all necessary rules and regulations for the government and management of the schools. In addition to these duties, the board of a graded school district is required to establish a high school, when the same has been authorized by a vote of the district at its annual meeting.

The moderator is the presiding officer at district and board meetings, and

among other duties he is required to countersign all contracts when properly authorized, and all warrants and orders on the school funds, when lawfully drawn.

The director is the clerk and executive officer of the board. Among his many duties he is required to keep the records of proceedings at all district and board meetings; to draw and sign contracts as they may be properly authorized; to draw and sign warrants and orders on the school funds, when lawfully directed; to give notices of all district meetings; to take the annual census of children between the ages of five and twenty years residing in the district, and to make annual reports of all affairs of the district to the township board of school inspectors.

The assessor is the treasurer of the district, and has the custody of all school district moneys. He is also required to appear in behalf of the district in all proceedings at law, when no direction concerning such proceedings has been given otherwise by the district. Previous to 1843 all taxes voted by the district were assessed and collected by the assessor, and from this fact originated the title of the office. During that year, however, the law was so amended that the duty of assessing such taxes was transferred to the supervisor of the township, and their collection to the township treasurer, of which officers those duties have ever since been required.

In nearly all the incorporated cities of the State, and in several of the larger villages, the schools have been organized during later years under special enactments, which have made such provisions for the government and management of the schools in such cities or villages as seemed best adapted to their immediate needs. These several enactments are so dissimilar in character, and provide for boards so variously constituted, that no general description of their provisions can be undertaken in this connection.

From the annual reports of the boards of school inspectors, the following table has been compiled, in order to show the whole number of school districts, including all kinds, that were reported each year from 1836 to the present:

YEAR.	Number of Districts.	YEAR.	Number of Districts.	YEAR.	Number of Districts.	YEAR.	Number of Districts.	YEAR.	Number of Districts.
1836	55	1845	2,683	1854	3,465	1863	4,382	1872	5,369
1837	382	1846	2,869	1855	3,514	1864	4,426	1873	5,521
1838	1,020	1847	2,942	1856	3,525	1865	4,474	1874	5,571
1839	1,325	1848	3,071	1857	3,748	1866	4,625	1875	5,706
1840	1,506	1849	3,075	1858	3,946	1867	4,744	1876	5,834
1841	2,215	1850	3,097	1859	3,968	1868	4,855	1877	5,947
1842	2,312	1851	3,307	1860	4,087	1869	5,052	1878	6,094
1843	2,410	1852	3,383	1861	4,203	1870	5,108	1879	6,252
1844	2,518	1853	3,410	1862	4,268	1871	5,299	1880	6,352

DISTRICT TAXES.

The first enactment concerning schools contemplated and provided for raising school revenues by means of district taxes, and this plan has been followed ever since, the power to levy such taxes being modified to a greater or less extent from time to time. Notwithstanding this it was found difficult, in the earlier days of the State's existence, to raise the funds necessary to carry on the schools, and, consequently, the Legislature, in 1843, sought to provide for the difficulty by enacting the "rate-bill" law. Under this system, whatever was lacking to meet the expenses of the school was raised by a tax assessed

upon and paid by the parents and guardians of the children that attended school, in proportion to the time such children were sent to school. If not readily paid, this tax was collected by distress and sale of property of the parent or guardian. The natural result of this law was that the schools would have a fair attendance as long as the public funds would meet the expense, but when these were exhausted, poor men, uncertain as to how heavy the rate-bills might be, would withdraw their children from school. This tended to produce a panic, as the less number of pupils there were remaining in school, the heavier the tax would be on those parents who kept their children in the school, and as a consequence the schools were not unfrequently broken up. The Constitution of 1850 required the Legislature to provide for free schools at a time not later than 1855, but for some inexplicable reason the Legislature deferred action to that end until 1869, when it repealed all the provisions of the rate-bill law, thereby making the schools absolutely free to all alike.

The power of districts to vote taxes, became, after several years, by repeated amendments, almost unlimited, and it was found that it was very often abused. This fact led the Legislature, in 1875, to restrict that power, so that, at the present time, a district, having less than ten children in its school census, cannot vote a tax for building purposes to exceed \$250; districts having ten to thirty children, cannot vote a like tax to exceed \$500; and districts having from thirty to fifty children cannot exceed \$1,000. For other purposes, for which taxes are voted by the district, a sum not exceeding one-half the amounts above named may be levied. The amount to be raised by tax for teachers' wages and other expenses necessary to the current support of the school is now determined by the district board, and not subjected to a vote of the district. This amount is not limited by the statute, except in districts having less than thirty children, in which case the board cannot levy more than \$50 per month for the time that the school is maintained.

The following table exhibits the amount of district taxes reported to the Superintendent of Public Instruction each year from 1839 to 1880:

YEAR.	Amount of Tax.	YEAR.	Amount of Tax.	YEAR.	Amount of Tax.
1839	\$50,106 57	1853	\$129,476 88	1867	\$874,304 18
1840	59,120 38	1854	156,916 90	1868	1,070,561 53
1841	54,640 11	1855	232,134 41	1869	1,308,618 78
1842	58,259 61	1856	240,803 41	1870	1,742,578 87
1843	44,705 90	1857	304,572 23	1871	1,749,407 89
1844	56,021 77	1858	316,580 71	1872	1,977,759 93
1845	59,931 62	1859	246,247 36	1873	2,095,220 17
1846	92,854 90	1860	292,924 47	1874	2,393,604 73
1847	94,495 81	1861	329,463 81	1875	2,341,923 71
1848	103,852 52	1862	245,813 43	1876	2,261,119 55
1849	124,890 23	1863	233,125 25	1877	2,217,960 99
1850	128,189 45	1864	364,246 55	1878	2,176,164 75
1851	130,196 38	1865	473,908 73	1879	2,049,755 29
1852	114,675 69	1866	634,088 31	1880	2,074,073 37
Total taxes reported				\$31,705,297 13	

To the foregoing may be added the following amounts, derived, for the years named, under the provisions of the "rate bill" law. Previous to 1846, the

amount thus raised each year was not reported, or was indiscriminately included in the district taxes.

YEAR.	Amount of Rate-bill.	YEAR.	Amount of Rate-bill.	YEAR.	Amount of Rate-bill.
1846.....	\$26,558 71	1854.....	\$63,763 43	1862.....	\$43,202 76
1847.....	30,887 27	1855.....	83,932 84	1863.....	41,200 54
1848.....	30,402 06	1856.....	100,009 49	1864.....	50,202 80
1849.....	29,717 88	1857.....	121,651 14	1865.....	90,664 00
1850.....	32,318 75	1858.....	118,099 89	1866.....	103,151 07
1851.....	69,085 37	1859.....	104,869 20	1867.....	107,170 91
1852.....	37,833 36	1860.....	67,484 87	1868.....	110,886 26
1853.....	44,090 58	1861.....	56,460 29	1869.....	94,752 55
Total amount reported as raised by rate-bill.....					\$1,658,414 02

DISTRICT INDEBTEDNESS.

In 1855 an act was passed by the Legislature which gave to any school district, having more than three hundred children between the ages of five and twenty years, the power and authority to borrow money to pay for a site for a union school-house, and to erect and furnish buildings. The amount of money that could be thus borrowed was limited to \$15,000. When such a loan was authorized by a vote of two-thirds of the qualified voters, the district board was required to issue the bonds of the district in sums of not less than \$50 each, with such rate of interest, not exceeding ten per cent. per annum, and payable at such times as the district directed. This law has, since that time, been amended, so that the present enactment provides that any school district may, by issuing its bonds, borrow money to be used for the purposes previously named. The amount which a district may borrow is limited according to the number of children included in the school census of the district, while the amount of money that can be raised by tax for the purposes of purchasing a site or building a school-house in small districts is also limited in the year in which bonds are issued. It is further provided that the bonded indebtedness of a school district shall in no case extend beyond ten years for money borrowed.

It appears from the records and reports in the office of the Superintendent of Public Instruction that previous to the year 1863, the statistics of district indebtedness were not collected. The following table will show the amount of bonded indebtedness of the districts, reported each year since that date:

YEAR.	Indebtedness.	YEAR.	Indebtedness.	YEAR.	Indebtedness.
1863.....	\$112,266 02	1869.....	\$917,027 87	1875.....	\$1,723,456 01
1864.....	161,935 90	1870.....	961,409 94	1876.....	1,558,584 45
1865.....	221,703 45	1871.....	1,146,569 14	1877.....	1,484,524 67
1866.....	235,785 26	1872.....	1,234,686 85	1878.....	1,364,977 91
1867.....	439,476 38	1873.....	1,574,124 36	1879.....	1,325,700 00
1868.....	643,991 49	1874.....	1,734,890 29	1880.....	1,293,451 55

TOWNSHIP SCHOOL TAXES.

In addition to district taxes, from the organization of the school system until the present, a township tax for the support of schools has been levied. In the original enactment it was made the duty of the supervisors to add to the sums to be raised in each township a sum equal to that apportioned to the township from the income of the primary school fund. In 1841 an amendatory act was passed giving to the electors of any township, at the annual township meeting, authority to raise any sum of money, for the support of common schools in their township, as they might deem expedient, provided that such sum did not exceed one dollar for each child in the township between the ages of five and seventeen years. In 1843 an act amending previous acts was passed, which provided that the supervisor in each township should assess, for the support of schools, for the year 1843, twenty-five dollars; for 1844, a tax of one-half of a mill upon each dollar of the taxable property of the township; for 1845, and annually thereafter, one mill on each dollar of the total valuation of the taxable property of the township. In 1851 this tax was raised to two mills on the dollar; in 1853 it was changed back to one mill; in 1859 it was again raised to two mills, and in 1879 again placed at one mill. The money raised by means of this tax can be used only for school and library purposes, and is apportioned to each district in the township, by the township clerk, in the same manner as the primary school interest fund.

The peculiar care of the State for the schools is shown in the fact that out of all the taxes collected in the township, all school taxes *assessed*—without reference to the amount *collected*—shall be paid, or reserved in the township treasury, before moneys can be paid for any other purpose, except for township expenses. It sometimes has happened that these two objects have absorbed all the taxes collected in a township, leaving nothing for the county or the State.

The amount of township or mill tax raised each year from 1842 to 1880, inclusive, as reported to the Superintendent of Public Instruction, is shown in the following table. No report of such taxes was made previous to 1842.

YEAR.	Amount of Tax.	YEAR.	Amount of Tax.	YEAR.	Amount of Tax.
1842.....	\$1,120 14	1855.....	\$83,961 30	1868.....	\$309,219 38
1843.....	1,697 19	1856.....	91,780 47	1869.....	323,246 12
1844.....	2,084 22	1857.....	102,519 12	1870.....	405,111 64
1845.....	5,521 67	1858.....	116,362 04	1871.....	409,541 20
1846.....	6,579 51	1859.....	129,524 42	1872.....	421,971 29
1847.....	7,368 75	1860.....	262,130 80	1873.....	465,912 84
1848.....	15,020 44	1861.....	267,813 43	1874.....	466,085 05
1849.....	17,830 13	1862.....	248,934 28	1875.....	508,551 87
1850.....	17,957 30	1863.....	265,656 07	1876.....	512,889 32
1851.....	17,140 59	1864.....	250,380 67	1877.....	492,146 94
1852.....	30,009 91	1865.....	281,770 74	1878.....	514,774 20
1853.....	48,672 30	1866.....	288,820 06	1879.....	494,011 38
1854.....	67,179 55	1867.....	289,967 63	1880.....	379,757 93
Total amount of tax reported.....					\$8,621,021 89

TOTAL RESOURCES OF SCHOOL DISTRICTS.

In addition to the moneys derived from the primary school interest fund, the township and district taxes, and the rate-bills, the total resources of school districts have been increased, to a greater or less extent, each year, by tuition collected from non-resident pupils, moneys derived from a surplus of the dog-tax collected in townships and cities, occasional contributions of individuals, and by various other means. In order to present the total amount of funds received by the school districts each year, as near as the same can be ascertained from the annual reports and other records, the following table has been prepared:

YEAR.	Total Resources.	YEAR.	Total Resources.	YEAR.	Total Resources.
1836.....		1851.....	\$269,265 85	1866.....	\$1,573,354 07
1837.....	\$23,171 54	1852.....	287,551 43	1867.....	1,985,411 18
1838.....	59,063 65	1853.....	297,512 31	1868.....	2,478,532 25
1839.....	70,355 53	1854.....	366,506 48	1869.....	2,759,096 94
1840.....	78,338 06	1855.....	499,967 31	1870.....	3,271,299 28
1841.....	65,430 03	1856.....	447,905 89	1871.....	3,330,972 80
1842.....	74,869 67	1857.....	536,071 49	1872.....	3,650,058 76
1843.....	65,695 26	1858.....	551,042 64	1873.....	3,729,648 54
1844.....	86,182 05	1859.....	599,819 37	1874.....	4,094,775 34
1845.....	87,690 61	1860.....	659,949 99	1875.....	4,176,977 91
1846.....	154,924 97	1861.....	754,710 60	1876.....	3,877,117 16
1847.....	158,151 75	1862.....	745,253 16	1877.....	3,753,671 09
1848.....	185,172 83	1863.....	827,625 60	1878.....	3,859,831 05
1849.....	213,744 16	1864.....	955,077 71	1879.....	3,843,790 84
1850.....	217,026 49	1865.....	1,237,514 54	1880.....	3,789,197 95
Total resources.....				\$61,749,326 13	

EXPENDITURES OF SCHOOL DISTRICTS.

As will be seen from the preceding table, the financial resources of school districts, as reported from 1837 to 1880 inclusive, aggregate \$61,749,326.13. Taking this sum and deducting the amount of moneys remaining on hand, September 6, 1880, which is reported as being \$679,282.83, the total expenditures by school districts for all purposes, for the forty-four years included, amount to \$61,070,043.30. The amount of expenditures each year, as well as the purposes for which the payments were made, were not reported in any complete form previous to 1862, consequently the amounts applied to each purpose for years preceding that date cannot be definitely ascertained. Previous to 1874, the amounts paid on bonded indebtedness were not reported separately, but were included in the expenditures for "other purposes." The following table has been compiled from the reports of the school inspectors to the Superintendent of Public Instruction, and exhibits the expenditures for the years named for the several items of teachers' wages, building and repairs, bonded indebtedness, and other purposes, including incidental expenses:

YEAR.	Paid Men Teachers.	Paid Women Teachers.	Paid for Building and Repairs.	Paid on Bonded Indebtedness.	Paid for all Other Purposes.	Total Expenditures.
1862-----	\$221,865 24	\$269,428 31	\$112,877 96	-----	\$84,900 59	\$689,072 10
1863-----	195,263 49	324,748 53	92,604 34	-----	107,584 10	720,200 46
1864-----	209,049 38	371,478 65	134,504 22	-----	154,030 97	869,063 22
1865-----	208,990 78	492,610 38	175,471 32	-----	170,100 56	1,047,173 04
1866-----	269,539 95	524,216 95	339,620 71	-----	225,140 26	1,358,517 87
1867-----	336,054 95	572,234 52	545,437 30	-----	287,701 56	1,741,428 36
1868-----	382,639 04	643,380 90	805,705 88	-----	309,155 80	2,140,884 62
1869-----	430,901 81	728,559 05	776,074 00	-----	465,983 60	2,401,518 46
1870-----	549,703 81	842,098 30	852,122 62	-----	545,629 55	2,789,553 78
1871-----	601,389 13	916,879 50	662,896 11	-----	648,342 02	2,829,506 76
1872-----	639,401 13	1,010,087 63	625,843 61	-----	746,253 55	3,021,585 92
1873-----	681,565 24	1,071,309 43	597,006 68	-----	788,902 96	3,138,784 31
1874-----	731,796 48	1,173,657 23	536,307 28	\$384,954 41	600,901 48	3,427,616 88
1875-----	749,943 90	1,208,537 25	550,661 64	398,106 41	619,112 98	3,526,362 18
1876-----	786,886 15	1,228,816 95	451,426 49	399,780 20	620,949 84	3,457,869 63
1877-----	750,512 36	1,184,448 50	317,842 13	385,613 51	533,339 62	3,171,756 12
1878-----	750,189 36	1,184,540 55	296,520 86	336,347 59	540,942 45	3,108,540 81
1879-----	712,594 79	1,160,865 26	364,135 38	329,466 96	497,576 49	3,064,638 88
1880-----	714,072 85	1,195,868 22	356,240 02	333,938 48	509,795 57	3,109,915 14
Totals-----	\$9,922,359 37	\$16,103,766 11	\$8,593,298 53	\$2,532,207 56	\$8,456,246 95	\$45,613,978 54

SCHOOL ACCOMMODATIONS.

The duty of providing a school-house in each district has been required since the beginning of our school system. The provisions of law relative to raising taxes for building purposes have already been noted. In the earlier days, in the absence of any regulating enactment, some districts failed to exercise a proper degree of care in securing, previous to building, sufficient titles or leases to the sites for their school-houses. The subject having been brought to the attention of the Legislature, an amendment to the laws was passed in 1846, which required every district to have a title in fee simple, or a lease for ninety-nine years, to a site before building a stone or brick school-house on such site; it also provided that no frame school-house should be erected unless the district had a title in fee simple, or a lease for fifty years, to the site, unless the district secured the privilege of removing the school-house whenever lawfully directed by the qualified voters. Acting in accordance with this requirement, many districts soon found that they were unable, from various causes, to secure a clear title or even a sufficient lease to the site determined upon. This fact led the Legislature, in 1855, to pass an act for the relief of such districts by which, in any case, certain proceedings might be taken that would secure to the district any site that might be selected.

The character of the school-houses that have been erected has been various, and has depended very largely upon the culture and liberality of the people that have formed the districts. In some districts, a few citizens of enlarged and progressive views have been able to infuse a similar spirit into the minds of their neighbors, and, as a consequence, in such districts school-houses have been built and furnished in a style that has proved the delight of pupils and teachers and the pride of the patrons; while the children of an adjoining district have often been required to assemble in a miserable hovel, ycleped "school-house," built with less taste, and attended to with less care, than the horse-barns of many of the fathers of the injured pupils.

As has already been stated, the original provisions for schools in Michigan contemplated but one school-house and the employment of but one teacher in

each district, and made no distinction between the different circumstances of the most sparsely populated settlements and the growing cities and villages. At the time of the passage of these laws there were probably very few villages large enough to furnish more pupils than could be accommodated in a single school-house, but in a very few years the increase of population was such that, in many instances, one school-house was not sufficient. The consequence was that a division of the district ensued, and a new school-house was built. Then soon after there would be a necessary "swarming of hives," and another division was made and a third district created. Thus, in many villages there were formed, in a very few years, two, three, and four independent districts, with as many inclosures dignified with the name of school-houses. But the people of these cities and villages were not satisfied to continue this "divide and scatter" system, and therefore the formation of union school districts was authorized by the Legislature of 1843, and an act was soon afterward passed which gave to such districts power to erect a central school-house. As an outgrowth of this legislation, and the formation of such districts, there is now no city, and scarcely a village, in the State, that has not one or more large and commodious school-houses to attract the eye as prominently as its churches and other public buildings. And the size and external beauty of these houses are not all that is worthy of note,—the inside arrangements and furniture, the means for warming and ventilating, as well as the care and ornamentation of the grounds, have all received their share of attention and liberal outlay.

It is unfortunate that complete statistics relative to school accommodations were not collected for quite a number of years. The following table, however, exhibits some items in this connection, from 1860 to 1880, as far as reported. The amount paid for building and repairs each year from 1862 to 1880 has already been given in the table showing the expenditures of school districts:

YEAR.	NUMBER OF SCHOOL-HOUSES AND MATERIAL OF CONSTRUCTION.				Whole Number of Sittings in School- Houses.	Estimated Value of School Property.
	Stono.	Brick.	Framo.	Log.		
1860.....						\$1,633,647 03
1861.....						1,710,834 35
1862.....						1,673,258 00
1863.....						1,868,204 58
1864.....						2,085,372 38
1865.....						2,355,982 00
1866.....	67	329	3,376	723		2,854,990 00
1867.....	73	375	3,509	665		3,361,567 00
1868.....	72	416	3,609	618		4,384,081 00
1869.....	74	459	3,766	621		5,331,774 00
1870.....	78	538	3,867	627		6,234,797 00
1871.....	77	570	4,024	629	374,760	7,155,995 00
1872.....	79	595	4,153	591	382,107	7,470,339 00
1873.....	80	641	4,246	605	399,067	8,105,391 00
1874.....	81	682	4,390	549	407,072	8,912,698 00
1875.....	79	719	4,476	513	414,060	9,115,354 00
1876.....	80	745	4,577	529	426,611	9,257,094 00
1877.....	81	780	4,683	534	431,707	9,159,680 00
1878.....	82	786	4,753	538	435,071	8,937,091 00
1879.....	78	802	4,878	567	441,291	9,011,454 00
1880.....	75	816	4,949	560	446,029	8,977,844 00

SCHOOL CENSUS.

For the purpose of forming a basis for the apportionment of public moneys to the school districts, the laws, from the beginning of the State's existence, have provided that an annual census of children should be taken in each district. Under the territorial laws a census of children between the ages of five and sixteen was required to be taken, but no reports of the same are now to be found prior to the first report of Superintendent Pierce, for 1836. The first state enactment provided that the enumeration should include children between the ages of five and seventeen; in 1843 the limit of ages was changed so as to include those between four and eighteen, and in 1861 this limit was again changed, requiring the school census to include all children between five and twenty years. Since that time the law has remained unchanged.

The following table exhibits the number of children reported in each year from 1836 to 1880. The rapid increase, in the earlier years, was doubtless, to a large extent, made up of reports received from new districts, where the children were previously residing, but unreported, and therefore does not prove a proportional increase in population. A decrease appears in 1841, while the ratio of annual increase in other years varies considerably. These may probably be accounted for by the fact that a greater or less number of districts failed to report some years, although having reported previously; the several changes made in the ages included in the enumeration had also, doubtless, much to do with the differences.

YEAR.	Ages.	Number of Children.	YEAR.	Ages.	Number of Children.	YEAR.	Ages.	Number of Children.
1836----	5 to 16	2,337	1851----	4 to 18	143,272	1866----	5 to 20	321,136
1837----	5 to 17	15,471	1852----	"	150,531	1867----	"	338,244
1838----	"	34,000	1853----	"	160,453	1868----	"	354,753
1839----	"	45,892	1854----	"	173,117	1869----	"	374,774
1840----	"	48,817	1855----	"	187,549	1870----	"	384,554
1841----	"	47,066	1856----	"	202,274	1871----	"	393,275
1842----	"	54,790	1857----	"	215,928	1872----	"	404,235
1843----	4 to 18	66,756	1858----	"	227,010	1873----	"	421,322
1844----	"	80,475	1859----	"	237,541	1874----	"	436,694
1845----	"	90,006	1860----	"	246,802	1875----	"	449,181
1846----	"	97,658	1861----	5 to 20	252,533	1876----	"	459,808
1847----	"	108,130	1862----	"	261,328	1877----	"	469,444
1848----	"	117,952	1863----	"	273,620	1878----	"	476,806
1849----	"	125,218	1864----	"	280,772	1879----	"	486,993
1850----	"	132,234	1865----	"	298,607	1880----	"	506,221

SCHOOL ATTENDANCE.

Previous to 1869 the laws had not definitely designated who had a right to attend school, and in the absence of a direct statutory enactment, the Superintendents of Public Instruction for several years previous held that no person who was a proper subject for education could be excluded; but this opinion was sometimes disputed. In the meantime, a case arose which was carried to the Supreme Court, in which the board in a certain district refused to admit a colored child to the school. It was an ugly question, and in view of the large powers of district boards, and the silence of the statute upon the subject, it is not certain but the decision of the court would have been in favor of the district board. The Legislature of 1869 removed the necessity for a decision by enacting that "All persons, residents of any school district, and five years of

age, shall have an equal right to attend any school therein." In one city an attempt was then made to establish a "colored school," and in 1871 the following was added to the law: "And no separate school or department shall be kept for any persons on account of race or color." In addition to the points mentioned it will be observed that the only requirement as to age that is necessary to entitle persons to school privileges is that they shall be not less than five years. Some have thought that the limits of ages,—five to twenty,—named in the law providing for the school census, restricted the right to attend school, but this is an erroneous impression, as the school census is taken simply to secure a basis for the distribution of public moneys. No upward limit is named, and consequently, any one who desires and who can be benefited by attending school, is entitled to the fullest privileges of the schools, regardless of the age over five to which he or she may have attained.

The following table exhibits the whole number of children reported as in attendance upon the public schools each year from 1836 to 1880 inclusive:

YEAR.	Number of Children Attending Public Schools.	YEAR.	Number of Children Attending Public Schools.	YEAR.	Number of Children Attending Public Schools.
1836.....	2,377	1851.....	115,165	1866.....	246,957
1837.....	6,943	1852.....	103,266	1867.....	243,161
1838.....	28,764	1853.....	113,792	1868.....	250,996
1839.....	44,067	1854.....	129,517	1869.....	269,587
1840.....	47,901	1855.....	142,307	1870.....	278,686
1841.....	51,254	1856.....	153,116	1871.....	297,466
1842.....	56,173	1857.....	162,936	1872.....	303,534
1843.....	55,555	1858.....	173,594	1873.....	307,014
1844.....	70,277	1859.....	183,759	1874.....	327,506
1845.....	75,770	1860.....	193,107	1875.....	343,931
1846.....	77,807	1861.....	202,504	1876.....	345,096
1847.....	88,080	1862.....	207,332	1877.....	357,139
1848.....	98,044	1863.....	216,144	1878.....	359,702
1849.....	102,871	1864.....	215,736	1879.....	342,138
1850.....	110,478	1865.....	228,629	1880.....	362,196

When considering the entire number of children in the State who have annually been brought into school relationship, there should be taken into account, in addition to the numbers given in the foregoing table, the number of pupils attending private and select schools each year. It is to be regretted that the statistics of such schools have not always been carefully gathered. Attempts have been made in this direction at occasional intervals in the history of the State, but the items furnished have lacked uniformity, and have consisted chiefly of estimates. The number of pupils in attendance upon these schools, as reported each year since 1863, appears in the following table:

YEAR.	Estimated Number of Children Attending Private Schools.	YEAR.	Estimated Number of Children Attending Private Schools.	YEAR.	Estimated Number of Children Attending Private Schools.
1863.....	4,708	1869.....	8,807	1875.....	7,934
1864.....	4,279	1870.....	9,813	1876.....	8,033
1865.....	6,276	1871.....	8,772	1877.....	8,958
1866.....	8,320	1872.....	8,189	1878.....	10,634
1867.....	10,703	1873.....	6,761	1879.....	18,253
1868.....	11,917	1874.....	5,845	1880.....	18,854

SUPERVISION OF SCHOOLS AND TEACHERS.

From the very inception of our school system until the present the subject of supervision of schools and teachers has received greater or less attention, and yet, strange to say, a satisfactory method has not, as yet, been adopted. Superintendent Pierce, in his first report to the Legislature, presented very fully the importance of competent supervision by means of an intelligent inspection of teachers and schools. The first enactment provided for the examination of teachers and the visitation of schools by the township board of school inspectors. This plan was followed for three years, when the Legislature, for some reason now unknown, repealed that portion of the law which required the visitation of schools, and as a consequence, the inspectors, in most instances, remained away from the schools and left the pupils to do as they pleased and the teachers to plod along without counsel or sympathy. Such being the case, Superintendent Sawyer, in his report for 1841, appealed to the Legislature for a change, and also stated his conviction that the township board of school inspectors, for various reasons, could not be expected to fulfill the original purposes of their appointment. He therefore recommended the enactment of a law which would provide for a supervisory authority that would be coëxtensive with the county, whose duty should be to examine all teachers, visit all schools, collect statistics, see that the laws were efficiently executed, ascertain their defects, suggest improvements and otherwise promote sound education. The Legislature, however, did not see fit to adopt his suggestions, but in 1843 restored to the township board of school inspectors the requirement of visitation in a modified form. This provision was such that the inspectors were to appoint one of their number to visit each school in the township, at least once each term, and he was to inquire into the condition of the schools, examine the pupils, and give such advice to both teachers and pupils as he might deem beneficial. This method of visitation, in connection with the examination of teachers by the board of school inspectors, constituted all there was of supervision of the common schools for twenty-four years, although the necessity for a better system was frequently presented and urged upon the Legislature.

In the meantime, the people of the cities and larger villages were led to see the folly of attempting to conduct their schools in the loose manner provided, or of leaving them without any oversight at all. Special enactments were therefore petitioned for, which were granted by the Legislature, and which gave to such cities and villages authority to provide for such supervision as they might desire for their respective schools. In consequence of such special enactments, and also under the provisions of the general law for graded and high schools, competent and intelligent supervision has been secured in many schools. In the larger systems, the persons employed as superintendents devote their entire time to the oversight of the schools, while in the smaller ones they give that part of their time not required for supervision to teaching some of the more advanced classes. The benefits of this superintendence are most manifest and are seen in the order and system which prevail, instead of the disorder and confusion of former times. The improved methods of instruction, also, which have been introduced into these schools, the grading of the schools, and the classification of the pupils, are results of this intelligent supervision, while the improved courses of study, and the rapid progress of the pupils in these courses, make evident its advantages.

But the wants and needs of the country schools were not met by any of the changes which secured the advantages of good supervision to the cities and

villages, and consequently they were left subject to the imperfect plan provided by the primary school laws. It therefore remained for the Legislature of 1867 to take a step in advance by enacting a law which provided for county superintendents of schools. By this act such officers were to be elected biennially at the spring election for a term of two years. The duties of the county superintendents, required by this act, consisted chiefly in examining and licensing all teachers for the public schools of the county, and in visiting each of the schools of the county, at least once in each year, in order to examine carefully into the discipline and the modes of instruction, and into the progress and proficiency of the pupils; to counsel with the teachers and district boards as to the course of studies to be pursued, and for the improvement of the instruction and discipline of the schools. He was also to note the condition of the school-houses and appurtenances thereto, and to suggest plans for new school-houses to be erected, and for warming and ventilating the same, and the general improvement of school-houses and grounds; to inquire into the condition of district and township libraries, and to counsel, when necessary, for their better management, and to see that the money collected from fines, etc., was devoted to the support of the libraries; to promote by public lectures and teachers' institutes, and by such other means as he might devise, the improvement of the schools in his county, and the elevation of the character and qualifications of the teachers; to consult with the teachers and school boards toward securing the more general and regular attendance of children upon the public schools; and to examine the annual reports of the inspectors, and to make reports of his own labors to the Superintendent of Public Instruction. This mode of supervision was hailed as a grand advance by a large number of the more earnest friends of education, and great expectation of the improvement of the schools was entertained. Although the scheme in many respects was faulty, yet the efforts and influence of the superintendents were conducive to much good, and a wide contrast was soon made manifest between the schools taught under its operations and those of former years. But its defects were seized upon by those who had, from the beginning, opposed it, and every opportunity was taken to cripple and belittle it. As a consequence, a weight of popular opposition was brought against it, to which the Legislature, without any attempt to remedy the defects, yielded, and in 1875 repealed all of its provisions, and inaugurated in its stead the present system of township superintendency of schools. The act providing for township superintendents of schools imposes upon those officers duties and responsibilities very similar to those formerly required of the county superintendents, but limiting their jurisdiction to the townships in which they hold office, and their term of office to one year.

EXAMINATION AND EMPLOYMENT OF TEACHERS.

Under every state enactment, as well as by the territorial provisions concerning schools, the examination and certification of teachers have been required, and the employment, at public expense, of any teacher not duly qualified by holding a certificate from proper legal authority has been prohibited. The original state law provided that candidates for teachers' certificates should be examined as to their knowledge of the several branches of study usually taught in the primary schools, their moral character and their ability to teach and govern a school. It will be observed that no particular branches were named, a knowledge of which should be required by the inspectors, neither were various grades of certificates provided for. When the inspectors were satisfied that the candidates possessed the requisite qualifications, they were to grant certificates

which should be valid for one year. The inspectors were also authorized, at any time after granting a certificate, to re-examine any teacher, and if such teacher was found wanting in the requisite qualifications, they might annul his or her certificate. These provisions remained materially the same until the establishment of the county superintendency in 1867, with the exception that the term for which a certificate should be valid was extended, in 1846, to a period of two years.

Under the provisions of the county superintendency law, all applicants for certificates were required to be examined in orthography, reading, writing, grammar, geography and arithmetic, and there was no restriction placed upon the authority of the superintendent to examine in such additional branches as he might deem proper or as were required to be taught in the school for which the candidate might be an applicant. Three grades of certificates were provided for, as follows: The certificate of the first grade was granted to no person who had not taught at least one year in the State with approved ability and success; such certificate was valid throughout the county in which it was granted for two years. Second grade certificates were granted to any person of approved learning, qualifications and character, and were valid throughout the county in which they were granted for one year. A certificate of the third grade merely licensed the holder to teach in some specified township for a period not exceeding six months. The county superintendent had authority to revoke any teacher's certificate for any reason which would have justified him in withholding it when given, or for gross negligence of duty, or for incompetency or immorality. No certificate, however, could be revoked without a re-examination, unless the holder should, after reasonable notice, neglect or refuse to appear before the county superintendent for such re-examination. Under the act of 1875, which abolished the office of county superintendent of schools and established that of township superintendent, the mode and requirements of examinations, and the grades of certificates that are authorized to be issued remain materially unchanged, except that the first and second grade certificates are limited in their validity to the township in which they are given, and a third grade certificate is granted for a specified district only. By the provisions of special enactments, to which reference has already been made, the examination and certification of teachers in many of the cities and larger villages have been placed under the direction of the district boards, and are subject to such rules and regulations as may be established by such boards.

In order to provide for a higher grade of certificates than those granted by the local examining officers, the act creating the county superintendency of schools in 1867 vested in the Superintendent of Public Instruction the authority to grant, on such evidence as might be satisfactory to him, certificates of qualification to teach in any of the public schools of the State. All certificates granted under this provision were made valid during the life of the holder. This authority existed until 1875, when it was repealed by the law which abolished the county superintendency, and on account of some oversight, probably, no provision was enacted to take its place. Realizing the need of some law by which the granting of certificates of similar extent and validity might be authorized, the Legislature in 1879 passed an act providing that the State Board of Education should have power to examine and grant certificates of qualification to such teachers as might, upon thorough and critical examination, be found to possess eminent scholarship and professional ability. These certificates are to be signed by the president and secretary of the Board and are valid for a term of ten years. In addition to these enactments a law was

passed in 1857 which gave authority to the board of instruction of the State Normal School to issue to certain graduates of the school a diploma and certificate, which should serve as a legal certificate of qualification to teach in any of the public schools of the State. The provisions of this law still remain unchanged. No state or normal school certificate is liable to annulment except by the authority which granted it, but the effect of any certificate may be suspended in any township by the proper supervisory authority of the township.

The laws providing for the employment of teachers have given this duty exclusively to the district board. The present enactment requires that all teachers employed shall be duly qualified by having a valid certificate from a proper legal authority; that all contracts for teaching shall be in writing and signed by a majority of the board on behalf of the district. The contract must specify the wages agreed upon, and shall require the teacher to keep a correct list of the pupils attending the school, the age of each, and the number of days each pupil is present, and to furnish the director of the district with a correct copy of this register at the close of the school. By other provisions of the laws, and of contracts, the teacher is held responsible to the district board for the efficient discharge of every duty properly attaching to the office of teacher, including the oversight and preservation of school buildings, grounds, furniture, apparatus, and other school property, as well as the more important work of instruction and government.

In collecting the statistics relative to the employment of teachers it has been impossible to ascertain anything of a definite character for several of the years. The following table exhibits the whole number of teachers reported as having been employed during the years 1845 to 1850 and 1855 to 1880 inclusive; previous to 1845, and during the four years intervening between 1850 and 1855, it appears that the number employed was not reported. This table also shows the average monthly wages of teachers during the years 1845 to 1849 and 1863 to 1880 inclusive, this item not having been reported for other years. In a preceding table, which shows the expenditures of school districts, the total amount of teachers' wages paid each year from 1862 to 1880 is given:

YEAR.	NUMBER OF TEACHERS EMPLOYED.		AVERAGE WAGES OF TEACHERS PER MONTH.		YEAR.	NUMBER OF TEACHERS EMPLOYED.		AVERAGE WAGES OF TEACHERS PER MONTH.	
	Men.	Women.	Men.	Women.		Men.	Women.	Men.	Women.
1845.....	1,214	1,839	\$11 98	\$5 24	1865.....	1,326	7,466	\$41 77	\$17 54
1846.....	1,209	1,981	12 71	5 36	1866.....	1,687	7,495	43 53	18 44
1847.....	1,316	2,181	12 87	5 74	1867.....	2,007	7,377	44 03	19 48
1848.....	1,413	2,436	13 71	5 97	1868.....	2,095	7,535	47 78	21 92
1849.....	1,435	2,618	14 14	6 46	1869.....	2,354	7,895	47 71	24 55
1850.....	1,475	2,612			1870.....	2,793	8,221	52 62	27 31
1855.....	1,600	3,474			1871.....	2,971	8,303	49 92	27 21
1856.....	1,775	3,746			1872.....	3,035	8,624	49 11	26 72
1857.....	2,131	4,605			1873.....	3,010	8,940	51 94	27 13
1858.....	2,326	4,905			1874.....	3,158	9,120	52 45	27 01
1859.....	2,444	5,068			1875.....	3,287	9,191	51 29	28 19
1860.....	2,586	5,335			1876.....	3,548	9,286	48 50	28 28
1861.....	2,326	5,484			1877.....	3,781	9,320	42 54	27 45
1862.....	2,380	5,958			1878.....	3,916	9,467	41 41	26 16
1863.....	1,918	6,907	28 17	12 44	1879.....	3,964	9,662	38 69	23 48
1864.....	1,816	7,000	34 00	16 63	1880.....	4,072	9,877	37 28	25 73

GRADED SCHOOLS.

All the early schools of Michigan were from necessity ungraded schools, and no attempts were made for several years after the organization of the school system of the State to introduce anything looking toward the grading of any of the schools. The cities and villages were the first to seek and secure such legislation as would enable them to provide for the instruction of a large number of pupils together, and such classification as would facilitate that instruction and render it more effective. The first city to organize its schools into one system was Detroit. By an act passed at the session of the Legislature in 1842, the city was united in a single district, with a board of education, to which was granted full powers over the whole subject of public school education within the limits of the city. The next act of legislation looking toward the grading of schools was that of 1843, providing for the formation of union school districts, to which allusion has already been made. This law provided that "whenever the board of school inspectors of any township shall deem that the interests of any of the school districts will be best promoted by so doing, they may form a single district out of any two or more districts therein, and classify the pupils in such district into two or more classes, according to their proficiency and advancement in learning, and require that such pupils be taught in distinct schools or departments as classified by them, and such district may have the same number of school-houses, if necessary, and raise the same amount of taxes which the original districts forming the same could raise if not united." Among the first to be organized under the provisions of this law were the schools of Jonesville, Flint, Coldwater, Marshall, and Battle Creek. Other cities and villages were not slow in recognizing the advantages to be gained by being so organized, and before many years had elapsed a considerable number had availed themselves of the provisions of this law. But the decade from 1850 to 1860 was very largely a period of experiment in the history of the union and graded schools. Considerable opposition was manifested in various quarters, and as a consequence there was not that rapid growth that otherwise might have been expected. The system had earnest friends, however, who, by intelligent and ceaseless efforts, kept its advantages before the people, and ably defended it from the assaults of its enemies. By means of this agitation, it constantly gained friends, public sentiment was very largely brought to its support, and a foundation was laid that has never been disturbed in the succeeding years. In the meantime, it was found that the provisions of the law were too limited as to the powers granted the districts, and as a consequence several cities, led by force of their necessities, asked for and obtained from the Legislature special enactments. This fact, united with the experience of sixteen years, prepared the way for the law of 1859, which gave to any district, having not less than two hundred children between the ages of four and eighteen years, authority to organize as a graded and high school district, and granted to districts that might so organize much greater powers than could be secured under the previous general law. Two or more adjoining districts might also, under this enactment, be united to form a graded school district. In 1861 this law was changed so that districts having at least one hundred children between the ages of five and twenty years, might be organized under its provisions. This enactment has since that time remained materially unchanged, and under its provisions the graded school districts of the State have increased until they now number nearly four hundred, while through the intelligence and liberality of the people, these schools have attained a high degree of development, and compare favorably with those of any other State.

The first plan of grading, which was most usually adopted, was the separation of the pupils in accordance with their attainments into five grades, designated as primary, secondary, intermediate, grammar, and high school, each of these grades being subdivided into two or more classes. This nomenclature of grades and classes has of late years, however, been very generally abandoned, and three departments are recognized, known respectively as primary, grammar, and high school, each of these departments being subdivided into four grades, and requiring one year's study in each grade. It will be observed that this plan provides for a twelve years' course of study, eight of which years are allotted to the grades below the high school. In the larger villages and cities of the State this course in its entirety is followed, while in many of the smaller graded districts a strict adherence to all that such a plan contemplates has been found impracticable, and the grading is more or less flexible, as local necessities seem to require, but the general plan in most instances remains unchanged. To present the various courses of study that have from time to time been adopted in the different graded schools of the State, would be a more extensive task than the design of these sketches would warrant. As showing, however, the course of study which is quite generally pursued in the schools, the following table is introduced in this connection, presenting the course of study arranged for the primary and grammar departments, as recommended for general adoption by the Michigan Superintendents' Association in 1875:

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY AND HISTORY.	LANGUAGE.
First.	Primer and First Reader.	Writing Numbers to 50. Combinations to 10.		Oral.
Second.	Second Reader.	Writing Numbers to 100. Combinations to 20.	Geography, oral, of the City.	Oral.
Third.	Third Reader or Equivalent.	Writing to 1000. Fundamental Rules and Tables.	Oral, of County and State.	Oral.
Fourth.		Written Arith. through Fundamental Rules.	Written Elementary Geography.	Oral.
Fifth.	Fourth Reader or Equivalent.	Common and Decimal Fractions.	Elementary, half year. Higher, half year.	Oral Grammar.
Sixth.		Reviews and U. S. Money and Compound Numbers.	Higher Geog'phy.	Elementary Grammar.
Seventh.	Fifth Reader or Equivalent.	Percentage.	Higher Geog'phy.	Elementary Grammar.
Eighth.		Finish and Review.	U. S. History.	Grammar or Composition.

NOTE.—Penmanship, spelling, music, drawing, and general oral instruction are recommended throughout the course.

The statistics of union and graded schools were not collected, prior to 1859, in such form that they could be separated from the totals for all schools; consequently, the growth of the graded school system in the earlier years cannot now be represented by numbers. The following table has been compiled from the official reports of graded school districts, and exhibits several items, for the years 1859 to 1880 inclusive, that may prove of interest in this connection:

YEAR.	Number of Graded School Districts	Number of Children in School Census.	Number of Children Attending School.	Paid for Superintendence and Instruction.	AVERAGE MONTHLY WAGES OF TEACHERS.		Estimated Value of School Property.
					Men.	Women.	
1859.....	58	39,422	25,832	\$99,932 72	-----	-----	-----
1860.....	85	42,117	30,670	108,890 95	-----	-----	\$511,520 25
1861.....	75	45,992	38,450	128,139 27	\$51 75	\$19 70	641,896 82
1862.....	106	55,378	44,774	136,994 67	48 64	23 60	676,207 07
1863.....	119	65,756	48,968	167,489 93	47 86	19 41	860,272 47
1864.....	123	69,025	49,934	186,900 27	55 52	21 38	898,774 79
1865.....	147	81,260	54,092	249,940 00	66 04	25 87	1,119,379 00
1866.....	148	87,130	59,298	280,486 58	68 90	28 20	1,407,505 00
1867.....	179	100,701	71,235	362,885 01	84 99	37 65	1,829,250 00
1868.....	208	111,963	79,867	421,676 29	77 92	30 35	2,480,300 00
1869.....	235	127,678	85,098	523,101 77	89 75	34 74	3,159,067 00
1870.....	248	134,634	91,692	610,478 35	97 07	36 11	3,895,287 00
1871.....	266	145,239	102,399	692,174 64	93 34	37 33	4,416,080 00
1872.....	300	155,740	110,096	783,535 42	91 60	34 81	4,784,141 00
1873.....	311	166,540	113,433	825,178 12	93 79	30 94	5,154,115 00
1874.....	327	178,204	121,919	914,253 02	93 92	32 54	5,485,161 00
1875.....	295	177,875	124,467	933,332 26	94 88	39 54	5,775,790 00
1876.....	303	202,454	125,849	975,104 84	89 01	40 95	5,833,171 00
1877.....	338	184,800	122,814	930,996 69	78 11	38 56	5,532,491 00
1878.....	350	193,764	131,868	971,254 67	75 98	38 34	5,480,425 00
1879.....	353	199,115	134,137	947,498 29	69 59	36 21	5,746,685 00
1880.....	389	213,712	141,153	997,066 94	67 93	36 02	5,826,718 00

PUBLIC HIGH SCHOOLS.

It will be observed that thus far in these sketches but little reference has been made to the public high schools of the State. As these schools are intended to supply the means for secondary education it has been thought proper to treat of them in that relation. Although thus removed from this connection, the fact must not be lost sight of that these schools constitute an integral part of the common school system of the State. The statistics of the high schools have not been collected apart from those of the graded schools, but are included in the totals given in the preceding tables.

SECONDARY EDUCATION.

I. BRANCHES OF THE UNIVERSITY.

The school system contemplated by the framers of the first Constitution and laws of the State embraced the widest field. Not only did that system provide for primary schools and a University, but it also included a plan for the establishment of schools of secondary grade, which should serve as a link between the two. These schools were to be denominated Branches of the University. Superintendent Pierce, in his first report to the Legislature, presented a plan which provided that any county containing a given number of inhabitants, should be entitled to an academy of the highest grade, as a branch of the University, on condition that the board of supervisors should procure an eligible site, and cause suitable buildings to be erected, such as should be deemed sufficient, and approved by the Superintendent of Public Instruction. The board of supervisors were to appoint six "wise and discreet persons," who, together with one appointed by the Superintendent, were to constitute the board of trustees. Of this academic board, the judge of probate and the two associate judges of the county, were to be *ex-officiis* members, and the county clerk, clerk *ex-officio* of the board. The trustees were to superintend its general concerns, appoint professors and teachers, and make a report to a board of visitors. This board was to consist of three persons, to be appointed annually, one by the supervisors, and two by the Superintendent. It was to be their duty to visit the academy at its annual examination, to inquire into its condition, examine the proceedings of the board of trustees, and forward their report to the Superintendent. For the support of these institutions it was proposed that the board of supervisors cause to be raised by the county a sum equal to that which should be apportioned to it from the income of the University fund. In each academy were to be three departments; one for the education of teachers, one for the higher branches of English education, and one for classical learning. The course of instruction for the teachers' class to be three years; this department to be open, without charge, to all who wished to fit themselves for the business of teaching, on pledge of teaching at least four years, under a forfeiture, if they did not. Tuition for the English department not to exceed ten dollars, and for the classical, twelve. Whenever any county complied with these requirements, it was to be entitled to an appropriation of \$500 for the purchase of apparatus and books. In the teachers' department the following studies were recommended: the English language, writing and drawing, arithmetic, mental and written, and book-keeping, geography and general history combined, and history of the United States, geometry, trigonometry, mensuration and surveying, natural philosophy and elements of astronomy, geology

and chemistry, constitution of the United States and of the State of Michigan, select portions of the laws and duties of public officers, principles of teaching, rhetoric, algebra, the nature of man as a physical, intellectual and moral being, and his relative duties.

The first law under state legislation establishing the University, was approved March 18, 1837, and included provisions by which it was made the duty of the Regents of the University together with the Superintendent of Public Instruction, to establish such branches in the different parts of the State as should be authorized by the Legislature, and to prescribe needful rules and regulations. The branches were excluded from the right to confer degrees. In connection with every such branch, there was to be an institution for the education of females in the higher branches of knowledge, whenever suitable buildings should be prepared. In each of the branches there was to be a department of agriculture, with competent instructors in the theory of agriculture, including vegetable physiology and agricultural chemistry, and experimental and practical farming and agriculture. Whenever such branches were formed, there was to be in each a department especially appropriated to the education of teachers for the primary schools, and such other departments as the Regents deemed necessary. Whenever the branches were established, or any of them, there were to be apportioned to each, in proportion to the number of scholars therein, for the support of its professors and teachers, and also for the purchase of books and apparatus, such sums as the state of the University fund should allow.

The object and importance of the branches of the University were set forth in the Superintendent's report for 1838, in the following language:

It is certainly of much consequence to the public interests that these branches be pushed forward with vigor, and be adequately sustained. They form the all-important connecting link between the primary schools and the University. They are specially intended to fit such young men for the regular classical course of the University, as wish to enter the institution; also to prepare some for the *profession of teaching*, that the primary schools may be fully supplied with competent instructors; and to qualify others for those numerous employments of life, which require a more extended education than is usually to be obtained at the district school. Unquestionably, then, they are essential to the successful and harmonious action of the system. Without them, every part of it must suffer, and every department languish. Without teachers, thoroughly educated and bred to the profession, what essential benefit can rationally be expected to result from the general establishment of primary schools?

But where can we find such teachers, without furnishing the necessary means to fit them for the work, and where can we better do it than in the contemplated branches of the University? It is indeed of the first importance to the great interests of education in our own State, that these branches be well appointed and vigorously sustained. For the purpose of supporting the department for the education of teachers, it is suggested whether a small amount might not be appropriated to this object, from the income of the school fund? The proposed branches occupy the middle ground, being connected on the one hand with the primary schools, by the establishment of a department in each, for the education of teachers; and on the other with the University itself, by the establishment, in each of them, of a preparatory course, and being thus equally designed for the benefit of both the University and district schools, it seems no more than right and just that they should be supported from the funds of each.

The first formal report made by the Regents was dated January 5, 1839. In this report it is stated that at their first meeting, held June 5, 1837, the Regents had resolved to establish branches as soon as could conveniently be done; one in the first senatorial district, one in the second, two in the third, one in the fourth, and three in the fifth, making eight branches in all; and

\$8,000 was appropriated to aid in the payment of teachers to be employed in them, when they were organized. Five of these they had organized and put in operation; one at Pontiac, one at Monroe, one at Kalamazoo, one at Detroit, and one at Niles; for all of which principal instructors were appointed. The number of pupils in all the several branches was reported to be 161, ten of whom were qualifying themselves as teachers for common schools, and six for the University. It was estimated that in 1840 thirty students would be ready to enter the Freshman or Sophomore classes; in 1841, thirty-five; in 1842, forty; and that the total number of students, whom parents designed for a liberal education, was 101. The Regents anticipated great accessions to this number. They remarked, as a matter of congratulation to the State at large, that "wherever a branch has been established, it has not only received the decided approbation and support of the inhabitants in its immediate vicinity, but has continued regularly to increase in the number of students from term to term." A uniform system of studies had been adopted, subject to such alterations as experience might suggest. The Regents further remarked "that the system of branches, their organization, board of visitors, support of instructors, and, in a word, everything connected therewith, being a new and untried experiment in our country, they feel the necessity and importance of proceeding with caution and deliberation." The branches established did not include any department for female education.

In 1840 the Regents announced the discontinuance of the branch established at Kalamazoo, and the establishment of one at White Pigeon, and one at Tecumseh. Six teachers were now employed as principals of branches, and six tutors, two of whom were females. The average number of pupils under instruction was two hundred and twenty-two. With a view to ensure uniformity in the system of instruction, in the discipline, and in books used, the principals of the branches were convened, and a uniform system adopted. One-tenth of the funds arising from tuition was pledged for the establishment of a library in each of these institutions. The Regents stated that from communications received by them, they had learned with regret that many young men who had sought admission into the branches had been turned away for want of appropriate places of study, and of boarding houses adapted to the wants and pecuniary abilities of the applicants for admission.

Superintendent Pierce, in his report for 1841,—his last communication to the Legislature,—expressed his deep conviction of the importance of maintaining the branches as a part of the school system. The parent institution, he maintained, could not succeed without them. Its main dependence from year to year must be upon the branches; and it was deemed to be equally important to the primary schools, as a source for educated, well-qualified and competent teachers.

The following is an extract from the report of the committee of Regents for 1841, to the Superintendent:

In organizing a Board of Regents to carry out the views of the Legislature, in the establishment of a University, it is conceived to have been the primary object of this body to extend its benefits as widely, and at as early a period throughout the State, as the wants of the community, and the means at their disposal would permit. Their attention was therefore called at as early a day as possible, to the location and establishment of branches of the University, at suitable points, where the elements of a classical and English education preparatory to the entrance of the students into the present institution, should be taught. This object has been steadily pursued, not only from its being the appointed means for preparing classes for the final collegiate course, but from the additional consideration that in a new and hastily settled community it would be one of the best and most practical means of arousing attention to the value and importance of the plan of education submitted to the people in the

organic act, and of thus preparing the public mind to appreciate and foster it. * * The committee on branches, charged with this duty, have encountered an arduous task in the management of the correspondence, the selection of principals, and the pecuniary questions which required decision and adjustment; and the board owe to it much of the success which has attended that effort. Of the seven branches established, five are under the direction of clergymen, and two of laymen of various religious denominations. The Board cannot, they believe, be mistaken in the importance they attach to the connection between learning and morals, science and religion, and at any rate, would be unjust to themselves not to express the belief that success cannot permanently crown the institution committed to their management, after this ligament is severed.

Twenty teachers and professors of all grades have been employed, who have instructed an average number of two hundred and thirty-six scholars. A steady increase of number has taken place in the respective terms for the year. At four of the branches, namely at Monroe, White Pigeon, Niles, and Tecumseh, there have been female departments under appropriate instructors, where only English branches have been taught. The effect of home schools in this department has been propitious, and they constitute a branch of higher instruction contemplated by the act, which has been appreciated by the inhabitants. In view of the whole amount of instruction furnished—its character and distribution, it may be asserted that in no previous year has the institution, through its branches, rendered equally important services to the State.

Superintendent Sawyer, in his first report, endorsed the views of his predecessor in relation to the importance of sustaining the branches. The Regents reported, however, that to continue the branches on the system originally established would be impracticable without further resources, and that those at command of the Board would not be sufficient to continue them for more than a year or eighteen months at furthest. The value of the branches was felt to be great, yet the importance of opening the main institution was still greater, inasmuch as the interests of education called for it, and all the necessary buildings and preparations had been completed. The idea was conceived that possibly now, since the branches had been established and were in successful operation, a change might be made in the system which would subject the Board to less expense, continue to foster the branches, and afford means to justify the opening of the University. A change therefore was resolved upon, and instead of the Board's undertaking to support the branches by paying the principals' and teachers' salaries, and receiving the avails of tuition, it was determined that from and after the 19th of August there should be the sum of \$500 only appropriated to each branch, the principal to be allowed to appropriate the proceeds of tuition to his own use, and to be at the expense of employing and paying necessary assistants, as well as of meeting all expenses for repairing buildings. The effect of this change was the cessation of the branches at Pontiac, Monroe and Niles. The remainder continued to flourish and to extend their advantages to the places where they were situated.

In 1843 the Regents reported branches in continuance at Detroit, Kalamazoo, White Pigeon, Tecumseh and Ann Arbor, with a total number of 174 scholars. Pecuniary considerations had induced the Board to reduce the appropriations for sustaining them to \$200 to each branch, exclusive of tuition fees. The principals at Tecumseh and White Pigeon resigned and two others were appointed. The Board of Visitors for this year stated that the Superintendent of Public Instruction and Regents had seemed to have appreciated the importance of establishing branches, as the means of a more general diffusion of the benefits of education, and of preparing students for the University, and regretted that it should have been necessary from the want of means, to make a retrograde movement in regard to them, by discontinuing those at Monroe, Pontiac and Niles, though they concurred in the prudential reasons which induced the step. They recommended as early a resuscitation and extension of

the system as an improvement in the financial condition of the University would admit.

The report of the Regents for the next year gave the number of students in attendance at the branches as 133. The academy at Romeo had been made a branch, and the branch at Monroe had been revived under the direction of Mr. Ira Mayhew, but without the aid of an appropriation.

In 1846 the Regents reported branches at White Pigeon, Kalamazoo, Romeo, Tecumseh, and Monroe, at which there had been a total attendance during the year of 247 students. The report for this year closes with the statement that "these institutions continue to be useful auxiliaries to the parent institution." In 1847 there were four branches reported, being those at White Pigeon, Romeo, Kalamazoo, and Tecumseh, in which were 287 students, of whom 126 were females.

At a meeting of the Board of Regents in August, 1848, the report of the committee on the branches showed but four of them in existence, and the Regents, after a careful examination, came to the conclusion that appropriations could not be made for such as were in existence, or for the establishment of others, without seriously trenching upon the resources, and limiting in a great degree the usefulness, and even endangering the success of the parent institution. From this period no appropriations were made to any of the branches, nor have we been able to find any reports from the branches, except the one at Romeo, which furnished a statement in 1851, giving the whole number of students as 201. Of these 43 were pursuing classical studies, 19 French, and 127 the higher mathematics and branches of English education.

Accompanying the report of the Regents for 1852 was a memoir written by Dr. Z. Pitcher, at the request of the Regents for the purpose of bringing before their successors a *resumé* of their acts and the reasons for the adoption of some of their more important measures, in such a form that it might serve as a guide for their action, or as a beacon to warn them, according as those acts might be approved or be regarded of doubtful utility. Speaking of the branches of the University, Dr. Pitcher said:

Having selected the site of the University, secured the means of erecting the buildings, purchasing the library, and of doing other things necessary to lay its foundation, it became apparent that the materials for the construction of the living edifice were not at hand. The blocks for the statuary were in the quarry, but there were no hands to hew them into form. Our political and social institutions were yet in a transition state. The common schools were then in chaos, and our whole system of public instruction in a state, at best, of inchoation. Believing that the attempt to establish or organize the University at this stage of our political existence, in this condition of the other educational institutions of the State, would prove abortive, the Regents resolved (as the constitutional authority or warrant for so doing had not then been questioned) to invert the order of things contemplated in the organic law, and to proceed at once to the establishment of branches as a means of furnishing the elements necessary to give vitality to the central institution, when the time for appointing its faculty should arrive. In order to carry this purpose into effect, the committee on branches were authorized to employ an agent to visit the different sections of the State and engage the coöperation of citizens living at such points as seemed most suitable for the establishment of branches, and to report his doings to the Board. This agent, who was restricted to eight localities, reported in favor of locating a branch at Pontiac, Detroit, Monroe, Tecumseh, Niles, Grand Rapids, Palmer, and Jackson, the citizens of which were required to furnish the site and the edifice necessary for the accommodation of pupils. On the fulfillment of these conditions, branches were organized at Monroe, Tecumseh, Niles, White Pigeon, Kalamazoo, Pontiac, Romeo and Detroit. A department for the education of females was added to the branches at Monroe, Tecumseh, White Pigeon, Kalamazoo and Romeo. Branches were also located at Mackinac, Jackson, Utica, Ypsilanti, and Coldwater, but no appropriations were ever made for their support. On the first organization of the Board of Regents, it included no

clerical members. For this reason, the University, then *in futuro*, was stigmatized as an infidel affair, which, it was predicted, would fail to perform the functions for which it had been endowed. This prediction was uttered with much confidence in certain quarters, and an act for the incorporation of a sectarian college was urged through the Legislature, partly by the force of an appeal to the religious feeling of the members, based on this accusation. Partly with a view to disarm that kind of opposition, and more especially because they believed it to be a duty, irrespective of it, the Board was careful to introduce the elements of religion into the branches, which they did by the appointment of clergymen of the different denominations as principals thereof. In the adoption of rules for the government of the branches, special care was taken to guard the common school interest from injury, by requiring candidates for admission to undergo a preparatory examination. Tuition was to be paid in advance. A treasurer was appointed for each branch who was required to make a report of the funds in his hands, at the close of each term. The course of study to be pursued therein was prescribed by the Board of Regents, which embraced the preparation of the pupil for college, his qualification for business, or for teaching, as he might himself elect. With the design of inducing young men who had been educated at the branches, to engage in the business of instruction, a regulation was adopted which authorized the treasurer to refund the money paid for tuition to all such persons as should furnish to him evidence of having been engaged in teaching, having regard to the time they had been thus employed. A board of visitors was also appointed for each branch, to whom such powers were delegated as seemed necessary to the practical working of the system.

Notwithstanding the pains taken to adapt these institutions to the public exigencies, so that their legitimate functions could be performed without infringing upon another portion of the educational system, they soon began to decline in popular estimation, because they were not able at the same time to perform the functions of a common school as well as those of a branch of the University. A feeling of jealousy was awakened in the minds of those whose children were excluded from them, from want either of age or of qualifications. Consequently they were soon regarded as places for the education of the (so called) aristocracy of the State, and the University, through the influence of the branches, began to be spoken of as an enemy to popular education. If an opinion may be formed of public sentiment by the tone of certain official papers, it would appear as though that feeling, instead of becoming extinct, has only changed the mode and place of its appearing. Finding that the branches were drawing largely upon the fund designed for the construction of the university buildings, and that they were not satisfactorily accomplishing the end for which they had been established, the Board of Regents, after mature deliberation, being fully assured that the expense of keeping them up was greatly disproportioned to the benefits accruing therefrom, suspended, in 1846, all appropriations for their support, after more than \$30,000 had been expended in trying to sustain them. From this experimental though abortive effort to build up and sustain branches of the University, the Board have learned, and they deem the lesson of sufficient importance to leave it on record, that local institutions of learning thrive best under the immediate management of the citizens of the place in which they are situated, and when endowed or sustained by their immediate patrons.

II. INCORPORATED ACADEMIES AND SEMINARIES.

During the earlier years of the State's history quite a number of academies and seminaries were incorporated by special acts of the Legislature, in each of which more or less of intermediate instruction was given. Of the operations of nearly all of these institutions we have failed to find anything on record, and the fact that they were granted charters by the Legislature is the only evidence now obtainable that they ever had even a contemplated existence. Simultaneously with the decadence of the branches of the University, these incorporated academies and seminaries rapidly increased, and to these the people looked, to a considerable extent, for the accomplishment of the work previously expected of the branches. The most of these incorporated institutions were under the fostering care of various religious denominations. The Legislature, in granting charters, gave them a legal existence but extended to them no pecuniary aid. It was made the duty of the trustees of such institutions to submit annual reports to the Superintendent of Public Instruction, which

should exhibit the number of pupils in attendance, the state of the finances of the institutions, and the condition of all their departments. A large number of these charters were granted; whereof some never went into successful operation, and others were soon discontinued. Very few, if any of them, uniformly made the reports required of them by law. Under the first Constitution of the State the Legislature was at liberty to grant special acts of incorporation to each institution that might apply for the same; the revised Constitution, adopted in 1850, however, forbade the granting of special charters to any private corporation whatever, and consequently it became necessary, if any such institutions were to be incorporated, that the Legislature should enact a general law for the same. Such a law was passed in 1855, under the provisions of which has been effected the incorporation of all institutions of learning since that time.

During the decade from 1850 to 1860 there was much doubt as to whether the secondary schools should be made to form an integral part of the public school system of the State, or whether they should be left independent and entirely to the fostering care of private corporations. Superintendent Shearman, in his report for 1854, advised a return to the former plan of maintaining branches of the University, or, in lieu of the branches, the establishment of high schools as a part of the union school system. Superintendent Mayhew, however, in his report for 1855, and again in 1857, recommended that the various incorporated academies and seminaries be adopted by the State; that the State appropriate a fund for their aid; and that they be required to prepare students for admission to the University. The following are his remarks upon this subject:

It is desirable to foster this class of institutions, both academic and collegiate, and to bring them thus into sympathy with our system of public instruction, of which they do, in fact, constitute a part, inasmuch as they, in connection with our improved union schools, are actually performing the work of intermediate instruction, for which the branches of the University were originally established. I then respectfully submit, whether justice to this class of institutions, and a due regard to the interests of sound learning and general education in the State, do not require that the Legislature make some suitable provision for their encouragement. A certain amount of capital might be required as a condition upon which they should receive aid, and institutions applying for it might be required to make a specific annual report, and might be subjected, as at present, to inspection by a board of visitors; and the amount of assistance rendered them might be equitably arranged, having reference to the number of scholars in attendance upon them that are prepared to pursue—and are actually pursuing—an advanced course of scientific and classical study, such as is requisite for admission to the State University, and to the colleges of our country, including, also, such as are actually pursuing a thorough collegiate course of study.

The recommendations of Mr. Mayhew, however, were not adopted by the Legislature, and as a consequence, the academies and seminaries gradually began to disappear before the advancing growth of the union school system. In 1859 Superintendent Gregory stated that it was not known precisely how many institutions of the academic grade remained; reports had been received from but few, and these were very meagre in the information they gave. Within the later years the number of incorporated academies and institutions of similar grade that have reported leads us to conclude that but few now exist. These have struggled hard for life, and it has been only by the most persistent, energetic and self-sacrificing efforts of their friends that they still remain. Notwithstanding the embarrassments and adversities with which these institutions have had to contend, many of them have done a noble work, and to them not a few of our citizens will ever look back with grateful recollection for the good that they have accomplished.

The following list presents the names, locations, and dates of incorporation, of the various academies and seminaries, as far as the same can now be ascertained:

NAME.	Location.	Date of Charter.
Academy at Ann Arbor.....	Ann Arbor.....	1830
Auburn Academy.....	Auburn.....	1831
White Pigeon Academy.....	White Pigeon.....	1831
Cass County Academy.....	Cassopolis.....	1833
Michigan and Huron Institute.....	Kalamazoo.....	1833
Michigan Manual Labor Institute.....	Washtenaw Co.....	1833
Pontiac Academy.....	Pontiac.....	1833
Richland Academy.....	Richland.....	1833
Romeo Academy.....	Romeo.....	1833
Shelby Liberal Institute.....	Macomb Co.....	1833
Spring Arbor Academy.....	Spring Arbor.....	1835
Marshall Academy.....	White Pigeon.....	1836
Tecumseh Academy.....	Tecumseh.....	1837
Grass Lake Academy and Teachers' Seminary.....	Grass Lake.....	1839
Marshall Female Seminary.....	Marshall.....	1839
Allegan Academy.....	Allegan.....	1843
Grand Rapids Academy.....	Grand Rapids.....	1844
Utica Female Seminary.....	Utica.....	1844
Ann Arbor Female Seminary.....	Ann Arbor.....	1845
Misses Clark's School.....	Ann Arbor.....	1845
Ypsilanti Seminary.....	Ypsilanti.....	1845
Adrian Seminary.....	Adrian.....	1846
Clinton Institute.....	Mt. Clemens.....	1846
Owosso Literary Institute.....	Owosso.....	1846
Vermontville Academical Association.....	Vermontville.....	1846
Woodstock Manual Labor Institute.....	Lenawee Co.....	1846
Raisin Institute.....	Lenawee Co.....	1847
White Pigeon Academy.....	White Pigeon.....	1847
Howell Academy.....	Howell.....	1848
Leoni Seminary.....	Leoni.....	1848
Olivet Institute.....	Olivet.....	1848
Oakland Female Seminary.....	Pontiac.....	1849
Tecumseh Literary Institute.....	Tecumseh.....	1849
Clarkston Academical Institute.....	Clarkston.....	1850
Young Ladies' Seminary.....	Monroe.....	1850
St. Mary's Academy.....	Bertrand.....	1850
Lawrence Literary Institute.....	Lawrence.....	1850
Dickinson Institute.....	Romeo.....	1855
Disco Academy.....	Disco.....	1855
German-English School.....	Detroit.....	1857
Colon Academy.....	Colon.....	1858
Lapeer Seminary.....	Lapeer.....	1858
Michigan Female Seminary.....	Kalamazoo.....	1858
Detroit Female Seminary.....	Detroit.....	1860
Michigan Collegiate Institute.....	Leoni.....	1860
German-American Seminary.....	Detroit.....	1861
Lansing Academy.....	Lansing.....	1863
Raisin Valley Seminary.....	Adrian.....	1863
Bedford Harmonial Seminary.....	Calhoun Co.....	1865
German-English School.....	Grand Rapids.....	1865
Coldwater Female Seminary.....	Coldwater.....	1866
Fenton Seminary.....	Fenton.....	1868
Trinity School.....	Fenton.....	1868
Oak Grove Academy.....	Medina.....	1873
Spring Arbor Seminary.....	Spring Arbor.....	1874
Michigan Military Academy.....	Orchard Lake.....	1877
Somerville School.....	St. Clair.....	1880

Of the above named institutions several were subsequently changed to colleges, their names altered accordingly, and the sphere of their usefulness enlarged. Among these the following may be mentioned : Michigan and Huron Institute, which was chartered in 1833 and afterwards known as Kalamazoo Literary Institute, became re-incorporated in 1855 as Kalamazoo College; Spring Arbor Academy, chartered in 1835, but removed in 1839 to Albion and its name changed to Wesleyan Seminary, was in 1861 re-incorporated as Albion College; and Olivet Institute, chartered in 1848, became Olivet College by re-incorporation in 1859. Concerning these and other colleges of the State, more extended notice is given elsewhere in these sketches. Of the remaining institutions named in the preceding list, those that are known to be in existence at the present time are: Raisin Valley Seminary, located near Adrian; Young Ladies' Seminary of Monroe, at Monroe; Michigan Female Seminary, at Kalamazoo; German-American Seminary, at Detroit; Spring Arbor Seminary, at Spring Arbor; Michigan Military Academy, at Orchard Lake; and the Somerville School at St. Clair. Concerning several of these the following sketches may be of interest in this connection:

RAISIN VALLEY SEMINARY

was originally known as Raisin Institute. It was founded in 1839 by Harvey Smith and Charles Haviland, Jr., and was incorporated by an act of the Legislature in 1847. During the first ten years of its existence it met with continued and increasing public favor, although it suffered from several reverses, among which was the death of one of its founders, Charles Haviland, Jr. But others became interested in the school, and as the decay of the temporary buildings, in which it had at first found accommodations, called for new and more substantial ones, the board of trustees succeeded in erecting and inclosing a building. A considerable amount had been expended upon it, when discouraging influences brought to bear upon the minds of stockholders caused its completion to be deferred. In the meantime the financial agent of the Institute and two of its trustees were removed by death, and these, with other causes, seemed necessarily to postpone the completion of the building and the re-opening of the institute for more than five years. Mrs. Laura S. Haviland, widow of Charles Haviland, Jr., became its agent, and the school was re-opened, thereafter meeting with continued success. In 1863 the Institute was re-incorporated under the name of Raisin Valley Seminary, and since that time it has gradually grown in strength, usefulness and public favor. It is now managed by the Adrian Quarterly Meeting of the Society of Friends. Erastus Test, M. D., is the principal of the Seminary, and he is assisted by two associate instructors. The value of the grounds, buildings and other property of the institution is estimated at \$10,000, and the amount of its productive funds is stated as being \$25,000.

THE YOUNG LADIES' SEMINARY AND COLLEGIATE INSTITUTE OF MONROE

was organized during the fall of 1849, and opened for the admission of pupils December 1 of the same year. Rev. E. J. Boyd was chosen as its principal, in which position he remained until within a year or two past. The institution was incorporated by special legislative enactment in 1850, its first board of trustees consisting of Chas. Noble, Dan B. Miller, William H. Boyd, Robert McClelland, S. R. Arnold, George Landon, W. W. Clark, David A. Noble, Thomas G. Cole, N. R. Hascall, Ira Mayhew, H. H. Northrop, C. F. Lewis,

H. Morgan, Warner Wing, and Charles G. Johnson. From the beginning this Seminary has met with much success, having enrolled nearly three thousand pupils during the thirty years of its existence, about two hundred of whom completed its course of study by graduation. The amount of its real estate and other property is estimated at about \$30,000, and its annual income at over \$5,000.

MICHIGAN FEMALE SEMINARY

is located at Kalamazoo, and is under the control of the Presbyterian Synod of Michigan. The articles of association constituting it a corporation were adopted in 1856, but the raising of funds to put the school into operation was retarded by the financial depression of 1857 and subsequent years. As a consequence the building was not completed until the fall of 1866. As expressed in its charter, the intention of the founders of this institution was "to establish, endow and control a seminary of learning, for the education of young ladies in the higher branches of a thorough education, having reference to the entire person, physically, intellectually, morally and religiously considered; and to be essentially modeled after the Mount Holyoke Seminary in Massachusetts, founded by Mary Lyon, and the Western Female Seminary at Oxford." Although the institution is under the control of a religious denomination, yet any strictly sectarian influence in its management and teachings is guarded against by a provision of the charter, which requires that "religiously considered, the board of trustees shall secure the inculcation of a pure Christianity, without any reference whatever to any particular church, form or practice." Miss Jenneatte Fisher was, for a number of years, principal of the Seminary. She was succeeded in 1879 by Mrs. Esther E. Thompson, who remained one year. Miss Cornelia Eddy is the present principal, and is assisted by nine associate teachers. From the time of its first opening this institution has ranked among the first of its class, and has met with the most gratifying success. The seminary building is a fine, large brick structure situated on the north side of the Kalamazoo river, and its value, together with that of other property, is estimated at \$50,000. The annual income of the institution ranges from \$8,000 to \$10,000.

MICHIGAN MILITARY ACADEMY

is located at Orchard Lake in Oakland county. The demand for an institution in the Northwest, which should combine a system of military instruction with the studies ordinarily pursued in academies and colleges, led to the establishment of this Academy, and its incorporation in 1877. The degree of favor with which this institution has been received from the outset has proven that its founders were not mistaken as to the feasibility and ultimate success of the enterprise. Its superintendent is Col. J. Sumner Rogers, late of the U. S. army, who is assisted in the work of instruction by six associate teachers. The school has a three years' English and commercial course of study, a scientific and engineering course, a preparatory, and an elementary course. In all these courses military instruction is included. Arms and equipments are furnished by the War Department, the Academy thus receiving the recognition of the general government in addition to that given it by the State. Upon the recommendation of the visiting committee of the State University, the graduates of this Academy have been admitted to the University on diploma. The value of its grounds, buildings, and other property is estimated at \$50,000, and its annual income averages about \$28,000.

III. PUBLIC HIGH SCHOOLS.

The establishment of public high schools in connection with the union schools of the State, began to receive attention about the time of the retirement of the branches of the University, and it was believed and urged by many that such schools might and should be made to take the place of the discontinued branches. Superintendent Mayhew, in his report for 1848, thus mentions these schools: "This class of institutions, which may be made to constitute the connecting link between the ordinary common school and the State University, is fast gaining upon the confidence of the people. Some of them have already attained a standing rarely equaled by the academical institutions of older States." In his report for 1852, Superintendent Shearman took occasion to express his opinion that the organization of high schools in connection with the union schools of the State would both more effectually subserve the purposes for which common schools are established, and at the same time furnish more efficient auxiliaries to the University than its branches were during their existence. In proof of this, he deemed it proper to state that the union school at Jonesville had furnished candidates for admission to the freshman class of the University, prepared in the most satisfactory manner. This, he considered an important fact, as it tended to show what kind of fruits the union school might be made to produce, and what relation these two portions of the educational system might be made to bear to each other. There were those, however, who believed that the secondary schools should be left entirely to the care of private corporations, and, as has been already stated, the subject received much attention for several years. But the question soon settled itself as the incorporated academies disappeared before the advance of the union schools. In his report for 1859, Superintendent Gregory states that "the union school has vindicated its claim by the most practical of all tests, and henceforth we must look to these schools to supply the demand for higher intermediate education." In the same connection Mr. Gregory adds "I count it as the most beautiful feature of our school system that thus, up from the very midst of the primary schools, should grow these free academies, to carry forward the work of those schools, and to crown them with honor. They come not as strangers into the school system, claiming for themselves the post of honor, engrossing the best minds and best public sympathies, and fostering a pride that looks down with contempt upon the common schools as fit for only the poor and ignorant; but they grow up as kindred in the great family of schools, exhibiting the vitality of the system that gave them birth, and carry over to the whole public school system whatever of sympathy and love they may win. Like their sister schools, they invite all alike to their banquet of learning, and cement in firmer union the people who drink at their common founts."

From this time the public high schools continued to grow in numbers and usefulness, although in some places there was considerable opposition waged against their support by public taxation. This opposition culminated at last in a suit brought before the Kalamazoo circuit court by Charles E. Stuart and others against the school district of Kalamazoo to restrain the collection of such portion of taxes as had been voted for the support of the high school in that village, and for the payment of the salary of the superintendent. The court rendered a decision maintaining the legality of the tax, whereupon the complainants appealed to the Supreme Court of the State, which after a very

thorough and careful examination of the case, at the July term of the court in 1874, sustained the decision of the lower court. As this very able and interesting decision is a matter of historical importance, and forever sets at rest the question as to the legality of the public high schools, it has been deemed proper to insert it in full in this connection. The following is the decision :

The bill in this case is filed to restrain the collection of such portion of the school taxes assessed against complainants for the year 1872 as have been voted for the support of the high school in that village and for the payment of the salary of the superintendent. While, nominally, this is the end sought to be attained by the bill, the real purpose of the suit is wider and vastly more comprehensive than this brief statement would indicate, inasmuch as it seeks a judicial determination of the right of school authorities, in what are called union school districts of the State, to levy taxes upon the general public for the support of what in this State are known as high schools, and to make free by such taxation the instruction of children in other languages than the English. The bill is, consequently, of no small interest to all the people of the State, and to a large number of very flourishing schools it is of the very highest interest, as their prosperity and usefulness, in a large degree, depend upon the method in which they are supported, so that a blow at this method seems a blow at the schools themselves. The suit however, is not to be regarded as a blow purposely aimed at the schools. It can never be unimportant to know that taxation, even for the most useful or indispensable purposes, is warranted by the strict letter of the law; and whoever doubts its being so in any particular case, may well be justified by his doubts in asking a legal investigation, that, if errors or defects in the law are found to exist, there may be a review of the subject in legislation, and the whole matter be settled on legal grounds, in such manner and on such principles as the public will may indicate, and as the Legislature may prescribe.

The complainants rely upon two objections to the taxes in question, one of which is general, and the other applies only to the authority or action of this particular district. The general objection has already been indicated; the particular objection is that, even conceding that other districts in the State may have authority under special charters or laws, or by the adoption of general statutes, to levy taxes for the support of high schools in which foreign and dead languages shall be taught, yet this district has no such power, because the special legislation for its benefit, which was had in 1859, was invalid for want of compliance with the Constitution in the forms of enactment, and it has never adopted the general law (Compiled Laws, § 3742), by taking a vote of the district to establish a union school in accordance with its provisions, though ever since that law was enacted the district has sustained such a school, and proceeded in its action apparently on the assumption that the statutes in all respects were constitutional enactments, and had been complied with.

Whether this particular objection would have been worthy of serious consideration had it been made sooner, we must, after this lapse of time, wholly decline to consider. This district existed *de facto*, and we suppose *de jure*, also, for we are not informed to the contrary, when the legislation of 1859 was had, and from that time to the present it has assumed to possess and exercise all the franchises which are now brought in question, and there has since been a steady concurrence of action on the part of its people in the election of officers, in the levy of large taxes, and in the employment of teachers for the support of a high school. The State has acquiesced in this assumption of authority, and it has never, so far as we are advised, been questioned by any one until, after thirteen years' user, three individual tax-payers, out of some thousands, in a suit instituted on their own behalf, and to which the public authorities give no countenance, come forward in this collateral manner and ask us to annul the franchises. To require a municipal corporation, after so long an acquiescence, to defend, in a merely private suit, the irregularity, not only of its own action, but even of the legislation that permitted such action to be had, could not be justified by the principles of law, much less by those of public policy. We may justly take cognizance in these cases of the notorious fact that municipal action is often exceedingly informal and irregular, when, after all, no wrong or illegality has been intended, and the real purpose of the law has been had in view and been accomplished; so that it may be said the spirit of the law has been kept while the letter has been disregarded. We may also find in the statutes many instances of careless legislation under which municipalities have acted for many years, until important interests have sprung up, which might be crippled or destroyed, if then for the first time matters of form in legislative action were suffered to be questioned. If every municipality must be subject to be called into court at any time to defend its original organization and

its franchises at the will of any dissatisfied citizen who may feel disposed to question them, and subject to dissolution, perhaps, or to be crippled in authority and powers if defects appear, however complete and formal may have been the recognition of its rights and privileges, on the part alike of the State and of its citizens, it may very justly be said that few of our municipalities can be entirely certain of the ground they stand upon, and that any single person, however honestly inclined, if disposed to be litigious, or over technical and precise, may have it in his power in many cases to cause infinite trouble, embarrassment and mischief.

It was remarked by Mr. Justice Campbell in *People v. Maynard*, 15 Mich., 470, that "in public affairs where the people have organized themselves under color of law into the ordinary municipal bodies, and have gone on year after year raising taxes, making improvements, and exercising their usual franchises, their rights are properly regarded as depending quite as much on the acquiescence as on the regularity of their origin, and no *ex post facto* inquiry can be permitted to undo their corporate existence. Whatever may be the rights of individuals before such general acquiescence, the corporate standing of the community can no longer be open to question." To this doctrine were cited *Rumsey v. People*, 19 N. Y., 41, and *Lanning v. Carpenter*, 20 N. Y., 447. The cases of *State v. Bunker*, 59 Me., 366; *People v. Salomon*, 84 Ill., 41, and *People v. Lothrop*, 24 Mich., 235, are in the same direction. The Legislature has recognized this principle with special reference to school districts, and has not only deemed it important that their power should not be questioned after any considerable lapse of time, but has even established what is in effect a very short act of limitation for the purpose in declaring that "Every school district shall, in all cases, be presumed to have been legally organized, when it shall have exercised the franchises and privileges of a district for the term of two years."—Comp. L. 1871, § 3591. This is wise legislation, and short as the period is, we have held that even a less period is sufficient to justify us in refusing to interfere except on the application of the State itself.—*School District v. Joint Board, etc.*, 27 Mich., 3.

It may be said that this doctrine is not applicable to this case because here the corporate organization is not questioned, but only the authority which the district asserts to establish a high school and levy taxes therefor. But we think that, though the statute may not in terms apply, in principle it is strictly applicable. The district claims and has long exercised powers which take it out of the class of ordinary school districts, and place it in another class altogether, whose organization is greatly different, and whose authority is much greater. So far as the externals of corporate action are concerned, the two classes are quite distinct, and the one subserves purposes of a higher order than the other, and is permitted to levy much greater burdens. It is not very clear that the case is not strictly within the law; for the organization here claimed is that of a union school district, and nothing else, and it seems little less than an absurdity to say it may be presumed from its user of corporate powers to be a school district, but not such a district as the user indicates and as it has for so long a period claimed to be. But however that may be, we are clear that even if we might be allowed by the law to listen to the objection after the two years, we cannot in reason consent to do so after thirteen. It cannot be permitted that communities can be suffered to be annoyed, embarrassed and unsettled by having agitated in the courts after such a lapse of time questions which every consideration of fairness to the people concerned and of public policy require should be raised and disposed of immediately or never raised at all.

The more general question which the record presents we shall endeavor to state in our own language, but so as to make it stand out distinctly as a naked question of law, disconnected from all considerations of policy or expediency; in which light alone are we at liberty to consider it. It is, as we understand it, that there is no authority in this State to make the high schools free by taxation levied on the people at large. The argument is that while there may be no constitutional provision expressly prohibiting such taxation, the general course of legislation in the State and the general understanding of the people have been such as to require us to regard the instruction in the classics and in living modern languages in these schools as in the nature not of practical and therefore necessary instruction for the benefit of the people at large, but rather as accomplishments for the few, to be sought after in the main by those best able to pay for them, and to be paid for by those who seek them, and not by general tax. And not only has this been the general state policy, but this higher learning of itself, when supplied by the State, is so far a matter of private concern to those who receive it that the courts ought to declare it incompetent to supply it wholly at the public expense. This is in substance, as we understand it, the position of the complainants in this suit.

When this doctrine was broached to us, we must confess to no little surprise that

the legislation and policy of our State were appealed to against the right of the State to furnish a liberal education to the youth of the State in schools brought within the reach of all classes. We supposed it had been always understood in this State that education, not merely in the rudiments, but in an enlarged sense, was regarded as an important practical advantage to be supplied at their option to rich and poor alike, and not as something pertaining merely to culture and accomplishment to be brought as such within the reach of those whose accumulated wealth enabled them to pay for it. As this, however, is now so seriously disputed, it may be necessary, perhaps, to take a brief survey of the legislation and general course, not only of the State, but of the antecedent Territory, on the subject.

It is not disputed that the dissemination of knowledge by means of schools has been a prominent object from the first, and we allude to the provision of the ordinance of 1787 on that subject, and to the donation of lands by Congress for the purpose, only as preliminary to what we may have to say regarding the action of the territorial authorities in the premises. Those authorities accepted in the most liberal spirit the requirement of the ordinance that "schools and the means of education shall forever be encouraged," and endeavored to make early provision therefor on a scale which shows they were fully up to the most advanced ideas that then prevailed on the subject. The earliest territorial legislation regarding education, though somewhat eccentric in form, was framed in this spirit. It was "an act to establish the Catholepistemiad, or University of Michigania," adopted August 26, 1817, which not only incorporated the institution named in the title, with its president and thirteen professors, appointed by the Governor, but it provided that its board of instruction should have power "to regulate all the concerns of the institution, to enact laws for that purpose," "to establish colleges, academies, schools, libraries, museums, atheneums, botanic gardens, laboratories and other useful literary and scientific institutions, consonant to the laws of the United States of America, and of Michigan, and to appoint officers and instructors and instructresses, in, among, and throughout the various counties, cities, towns, townships and other geographical divisions of Michigan." To provide for the expenses thereof the existing public taxes were increased fifteen per cent., and from the proceeds of all future taxes fifteen per cent. was appropriated for the benefit of this corporation. Territorial Laws, vol. 2, p. 104; Shearman's School Laws, p. 4. The act goes but little into details, as was to be expected of a law which proposed to put the whole educational system of the commonwealth into the hands and under the control of a body of learned men, created and made territorial officers for the purpose of planning and carrying it out; but the general purpose was apparent that throughout the Territory a system of most liberal education should be supported at the public expense for the benefit of the whole people. The system indicated was prophetic of that which exists to-day, and is remarkable in this connection mainly, as being the very first law on the subject enacted in the Territory, and as announcing a policy regarding liberal instruction which, though perhaps impracticable in view of the then limited and scattered population of the Territory, has been steadily kept in view from that day to the present.

This act continued in force until 1821, when it was repealed to make way for one "for the establishment of an university," with more limited powers, and authorized only "to establish colleges, academies and schools depending upon the said university," and which, according to the general understanding at the time and afterwards, were to be schools intermediate between the university and such common schools as might exist or be provided for. Code of 1820, p. 443; Code of 1827, p. 445. In 1827 the educational system was supplemented by "an act for the establishment of common schools," which is also worthy of special attention and reflection, as indicating what was understood at that day by the common schools which were proposed to be established.

The first section of that act provided "that every township within this Territory, containing fifty families or householders, shall be provided with a good schoolmaster or schoolmasters, of good morals, to teach children to read and write, and to instruct them in the English or French language, as well as in arithmetic, orthography, and decent behavior, for such term of time as shall be equivalent to six months for one school in each year. And every township containing one hundred families or householders, shall be provided with such schoolmaster or teacher for such term of time as shall be equivalent to twelve months for one school in each year. And every township containing one hundred and fifty families or householders shall be provided with such schoolmaster or teacher for such term of time as shall be equivalent to six months in each year, and shall, in addition thereto, be provided with a schoolmaster or teacher, as above described, to instruct children in the English language for such term of time as shall be equivalent to twelve months for one school in each year.

And every township containing two hundred families or householders shall be provided with a grammar schoolmaster, of good morals, *well instructed in the Latin, French, and English languages*, and shall, in addition thereto, be provided with a schoolmaster or teacher, as above described, to instruct children in the English language for such term of time as shall be equivalent to twelve months for each of said schools in each year." And the townships respectively were required under a heavy penalty, to be levied in case of default on the inhabitants generally, to keep and maintain the schools so provided for. Code of 1827, p. 448; Territorial Laws, vol. 2, p. 472.

Here, then, was a general law, which, under the name of common schools, required not only schools for elementary instruction, but also grammar schools to be maintained. The qualifications required in teachers of grammar schools were such as to leave it open to no doubt that grammar schools in the sense understood in England and the Eastern States were intended, in which instruction in the classics should be given, as well as in such higher branches of learning as would not usually be taught in the schools of lowest grades. How is it possible, then, to say, as the exigencies of complainants' case require them to do, that the term common or primary schools, as made use of in our legislation, has a known and definite meaning which limits it to the ordinary district schools, and that consequently the legislative authority to levy taxes for the primary schools cannot be held to embrace taxation for the schools supported by village and city districts in which a higher grade of learning is imparted.

It is probable that this act, like that of 1817, was found in advance of the demands of the people of the Territory, or of their ability to support high schools, and it was repealed in 1833, and another passed which did not expressly require the establishment or support of schools of secondary grade, but which provided only for school directors, who must maintain a district school at least three months in each year. Code of 1833, p. 129. The act contains no express limitations upon their powers, but it is not important now to consider whether or not they extended to the establishment of grammar schools as district schools, where, in their judgment, they might be required. Such schools would certainly not be out of harmony with any territorial policy that as yet had been developed or indicated.

Thus stood the law when the Constitution of 1835 was adopted. The article on education in that instrument contained the following provisions:

"2. The Legislature shall encourage by all suitable means the promotion of intellectual, scientific, and agricultural improvement. The proceeds of all lands that have been, or hereafter may be granted by the United States to this State for the support of schools, which shall hereafter be sold or disposed of, shall be and remain a perpetual fund, the interest of which, together with the rents of all such unsold lands, shall be inviolably appropriated to the support of schools throughout the State.

"3. The Legislature shall provide for a system of common schools, by which a school shall be kept up and supported in each school district at least three months in every year; and any school district neglecting to keep up and support such a school may be deprived of its equal proportion of the interest of the public fund."

The fifth section provided for the support of the University, "with such branches as the public convenience may hereafter demand for the promotion of literature, the arts and sciences," etc. Two things are specially noticeable in these provisions: *First*, that they contemplated provision by the State for a complete system of instruction, beginning with that of the primary schools, and ending with that of the University; *Second*, that while the Legislature was required to make provision for district schools for at least three months in each year, no restriction was imposed upon its power to establish schools intermediate the common district school and the University, and we find nothing to indicate an interest to limit their discretion as to the class or grade of schools to which the proceeds of school lands might be devoted, or as to the range of studies or grade of instruction which might be provided for in the district schools.

In the very first executive message after the Constitution went into effect, the Governor, in view of the fact that "our institutions have leveled the artificial distinctions existing in the societies of other countries, and have left open to every one the avenues to distinction and honor," admonished the Legislature that it was their "imperious duty to secure to the State a general diffusion of knowledge," and that "this can in no wise be so certainly effected as by the perfect organization of a uniform and liberal system of common schools." Their "attention was therefore called to the effectuation of a perfect school system, open to all classes, as the surest basis of public happiness and prosperity." In his second message he repeated his admonitions, advising that provision be made for ample compensation to teachers, that those of the highest character, both moral and intellectual, might be secured, and urging that the

"youth be taught the first principles in morals, in science, and in government, commencing their studies in the primary schools, elevating its grades as you approach the district seminary, and continue its progress till you arrive at the University." This message indicated no plan, but referred the Legislature to the report of the Superintendent, who would recommend a general system.

The system reported by Superintendent Pierce contemplated a University, with branches in different parts of the State as preparatory schools, and district schools. This is the parent of our present system, and though its author did not find the Legislature prepared to accept all his views, the result has demonstrated that he was only a few years in advance of his generation, and that the changes in our school system, which have since been adopted, have been in the direction of the views which he then held and urged upon the public. And an examination of his official report for 1837 will show that the free schools he then favored were schools which taught something more than the rudiments of a common education; which were to give to the poor the advantages of the rich, and enable both alike to obtain within the State an education broad and liberal, as well as practical.

It would be instructive to make liberal extracts from this report did time and space permit. The Superintendent would have teachers thoroughly trained, and he would have the great object of common schools "to furnish good instruction in all the elementary and common branches of knowledge, for all classes of community, *as good, indeed, for the poorest boy in the State as the rich man can furnish for his children with all his wealth.*" The context shows that he had the systems of Prussia and New England in view, and that he proposed by free school system to fit the children of the poor as well as of the rich for the highest spheres of activity and influence.

It might also be useful in this connection to show that the Prussian system and that "of the Puritans," of which he speaks in such terms of praise, resemble in their main feature, so far as bringing within the reach of all a regular gradation of schools is concerned, the system of public instruction as it prevails in this State to-day. But it is not necessary for the purposes of the present case to enter upon this subject. It must suffice to say to say that the law of 1827, which provided for grammar schools as a grade of common schools, was adopted from laws which from a very early period had been in existence in Massachusetts, and which in like manner, under heavy penalties, compelled the support of these grammar schools in every considerable town. See Mass. Laws, 1789, p. 39; compare General Statutes, 1860, p. 215, § 2.

The system adopted by the Legislature and which embraced a University and branches, and a common or primary school in every school district of the State, was put into successful operation, and so continued, with one important exception, until the adoption of the Constitution of 1850. The exception relates to the branches of the University, which the funds of the University did not warrant keeping up, and which were consequently abandoned. Private schools to some extent took their place; but when the Convention met to frame a Constitution in 1850, there were already in existence in a number of the leading towns schools belonging to the general public system, which were furnishing instruction which fitted young men for the University.

These schools for the most part had been organized under special laws, which, while leaving the primary school laws in general applicable, gave the districts a larger board of officers and larger powers of taxation for buildings and the payment of teachers. As the establishment and support of such schools were optional with the people, they encountered in some localities considerable opposition, which, however, is believed to have been always overcome, and the authority of the districts to provide instruction in the languages in these union schools was not, so far as we are aware, seriously contested. The Superintendent of Public Instruction devotes a considerable portion of his annual report for 1848 to these schools, and in that of 1849 he says: "This class of institutions, which may be made to constitute a connecting link between the ordinary common schools and the State University, is fast gaining upon the confidence of the public. Those already established have generally surpassed the expectations of their founders. Some of them have already attained a standing rarely equaled by the academical institutions of the older states. Large, commodious, and beautiful edifices have been erected in quite a number of villages for the accommodation of these schools. These school-houses frequently occupy the most eligible sites in the villages where they are located. I am happy in being able to state in this connection that the late capitol of our State, having been fitted up at much expense, was, in June last, opened as a common school-house; and that in that house is maintained a free school which constitutes the pride and ornament of the City of the Straits." This common free school was a union school, equivalent in its instruction to the ordinary high school in most matters, and the report furnishes

very clear evidence that the Superintendent believed schools of that grade to be entirely competent under the primary school law.

It now becomes important to see whether the Constitutional Convention and the people, in 1850, did anything to undo what previously had been accomplished towards furnishing high schools as a part of the primary school system. The Convention certainly did nothing to that end. On the contrary, they demonstrated in the most unmistakable manner that they cherished no such desire or purpose. The article on education as originally reported, while providing for free schools to be kept in each district at least three months in every year, added that "the English language and no other shall be taught in such schools." Attention was called to this provision, and it was amended so as to read that instruction should be "conducted in the English language." The reason for the change was fully given, that as it was reported it might be understood to prohibit the teaching of other languages than the English in the primary schools—a result that was not desired. Judge Whipple stated in the Convention that, in the section from which he came, French and German were taught, and "it is a most valuable improvement of the common school system." The late Superintendent Pierce said that in some schools Latin was taught, and that he himself had taught Latin in a common school. He would not adopt any provision by which any knowledge would be excluded. "All that we ought to do is this: we should say the Legislature shall establish primary schools." This, in his opinion, would give full power, and the details could be left to legislation. See *Debates of the Convention*, 269, 549.

The instrument submitted by the Convention to the people, and adopted by them, provided for the establishment of free schools in every school district for at least three months in each year, and for the University. By the aid of these we have every reason to believe the people expected a complete collegiate education might be obtained. The branches of the University had ceased to exist; the University had no preparatory department, and it must either have been understood that young men were to be prepared for the University in the common schools, or else that they should go abroad for the purpose, or be prepared in private schools. Private schools adapted to the purpose were almost unknown in the State, and comparatively a very few persons were at that time of sufficient pecuniary ability to educate their children abroad. The inference seems irresistible that the people expected the tendency towards the establishment of high schools in the primary school districts would continue until every locality capable of supporting one was supplied. And this inference is strengthened by the fact that a considerable number of our union schools date their establishment from the year 1850 and the two or three years following.

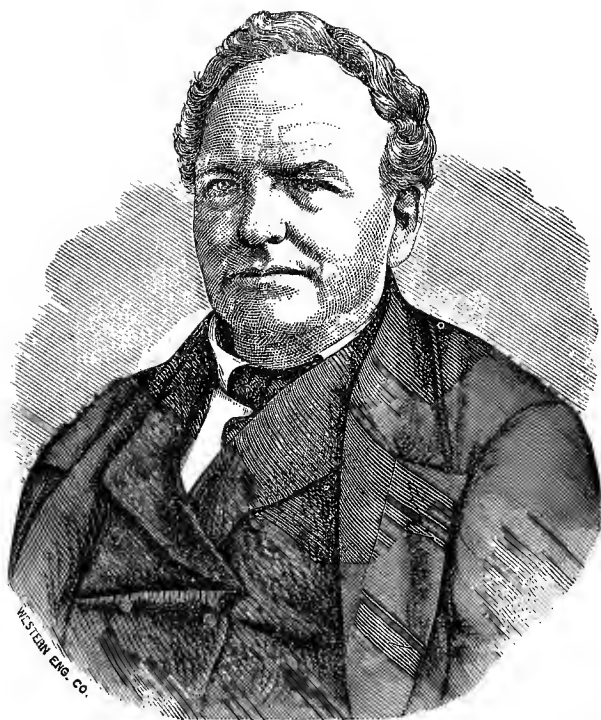
If these facts do not demonstrate clearly and conclusively a general state policy, beginning in 1817 and continuing until after the adoption of the present Constitution, in the direction of free schools in which education, and at their option the elements of classical education, might be brought within the reach of all the children of the State, then, as it seems to us, nothing can demonstrate it. We might follow the subject further and show that the subsequent legislation has all concurred with this policy, but it would be a waste of time and labor. We content ourselves with the statement that neither in our State policy, in our Constitution, or in our laws, do we find the primary school districts restricted in the branches of knowledge which their officers may cause to be taught, or the grade of instruction that may be given, if their voters consent in regular form to bear the expense and raise the taxes for the purpose.

Having reached this conclusion, we shall spend no time upon the objection that the district in question had no authority to appoint a superintendent of schools, and that the duties of superintendency should be performed by the district board. We think the power to make the appointment was incident to the full control which by law the board had over the schools of the district, and that the board and the people of the district have been wisely left by the Legislature to follow their own judgment in the premises.

It follows that the decree dismissing the bill was right, and should be affirmed.

Previous to the year 1870 the graduates of all high schools in the State, who might seek admission to the University were required to undergo an examination by the university authorities, the same as other applicants. During that year a plan was adopted by the University by which the high schools have since been brought into closer relation with the University. This plan provides that a committee of the faculty of the University shall each year visit such high

schools as may make application for inspection, and report to the faculty as to the courses of study pursued and the character of the instruction given in such high schools. If any high school thus visited is found to have adopted and is pursuing a preparatory course of study that meets the requirements for admission to the literary department of the University, its graduates are admitted upon their diplomas without further examination. This designation of the high schools by the Regents of the University, as the legitimate preparatory schools, has enlarged their sphere, increased their responsibilities, and dignified their work. Thus has been solved the problem as to intermediate schools in the State, and in consequence our educational system has become complete and connected, thereby providing for a continuous course of free instruction from the lowest primary grade to the highest class of the University.



OLIVER G. COMSTOCK.

HIGHER EDUCATION.

I. THE UNIVERSITY OF MICHIGAN.*

ENDOWMENT.

The negotiations which led to the first appropriations for university purposes in the Northwest Territory were commenced in the year 1786 by the Ohio Company, and concluded the following year by a contract for the purchase of one and a half million of acres of the public lands. In this contract, in addition to a reservation for schools and religious purposes, was a provision for the grant of two entire townships as an endowment for a university. These two townships were selected together at Athens, in Ohio, and the University located upon them. The year after, John Cleves Symmes, of New Jersey, and his associates, made application for the purchase of another large tract of land, which comprehended what is now Cincinnati. In this contract provision was also made, besides every sixteenth section for school and every twenty-ninth section for religious purposes, for an appropriation of one entire township for a university. It was a condition of the contract between the government and the purchasers of the tract that within seven years from the completion of the survey, unless Indian irruptions rendered it impracticable, they should lay off the whole contract at their own expense into townships and fractional parts of townships and divide the same into lots according to the land ordinance of 1785. In 1788 the quantity of land first applied for by Judge Symmes was reduced by a subsequent contract to one million of acres and the right to a college township thereby lost.

In 1804 by an act for the disposal of public lands in the Indiana Territory, three townships were reserved "for the use of seminaries of learning," one of which was for that portion of the territory now constituting the State of Michigan. In 1805 the act of Congress organizing the Territory of Michigan, among its other provisions, conveyed this township to the Territory for the endowment of a university. This appropriation, however, seems to have been of no advantage to the Territory, save, perhaps, as an indication of a policy to which the government desired to make no exception. It was not until 1817 that the inhabitants of the Territory had sufficiently multiplied to make it worth the while to think much of a university or even to locate the university lands. This delay was probably fortunate for the cause of education, though for a time its consequences afforded great embarrassment. When at last an effort was made to select the university lands, it was found that they were required to be chosen from those to which the Indian titles had been extin-

* A considerable portion of this article has been copied from Prof. C. K. Adams's "Historical Sketch of Michigan University," published in 1876.

guished before the grant had been made. It was often difficult and sometimes impossible to determine when titles had become extinct; and, what was quite as unfortunate, the lands earliest abandoned by the Indians were the lands least desirable for the University. The guardians of the interests of higher education, therefore, found themselves in a somewhat embarrassing dilemma. They were compelled either to accept of such lands of insignificant value as they might be able to locate, or to address themselves to Congress for relief. The latter method was adopted, and a committee was appointed to prepare and present the necessary memorial. It was in answer to this memorial that Congress made the grant upon which the present endowment rests. By an act approved May 20, 1826, Congress annulled the previous grant, and gave in its place two entire townships. The advantage to the University of this legislation did not consist merely in the larger number of acres afforded, but came quite as much from the fact that the privilege was given of locating the lands in detached portions, and of selecting them from any part of the public domain not otherwise appropriated.

The news of this grant was received with enthusiasm in the Territory. A committee was at once appointed by the Board of Regents "to examine the country and report fully their opinion in regard to the location of the lands." Employing a competent surveyor, this committee at once set about its task; and to the wisdom and energy with which the work was accomplished very much of the subsequent prosperity of the University is due.

The two townships of land conveyed by Congress to Michigan as an endowment for the University, when compared with amounts since granted to other states, were by no means exceptional in quantity. On the contrary, very many of the states now occupying the place of the old Northwestern Territory have received much larger appropriations for the same purpose. If the grant to Michigan has been productive of exceptional results, it is owing to the fact that lands were selected of exceptional value. With so much wisdom, indeed, had the lands been chosen, that in ten years from the time the grant had been made, they were estimated by the Superintendent of Public Instruction to have attained an average value of twenty dollars per acre. Nor, if we are to judge exclusively from the sums received for lands sold, does this estimate appear to have been extravagant. In January, 1837, the Superintendent, in his first report, declared that it was more than probable that the first 20,000 acres could be sold at once for as much as \$20 per acre, and that the remaining 26,080 acres could be sold at the same rate as soon as the funds should be needed. The views expressed in this report appear to have been shared by the Legislature; for, by an act approved March 21, 1837, the Superintendent of Public Instruction was authorized "to sell at auction so much of the university lands as should amount to the sum of \$500,000, none of which were to be sold lower than \$20 per acre."

By the report for the following year we learn that in pursuance of this enactment sales amounting to more than \$150,000 were made, and that the average price realized was as much as \$22.85 per acre. Thus it appears that the Legislature formally committed itself to the policy of selling the university lands at a price of not less than \$20 per acre; and, furthermore, that the sales made under the act justified the expectation that the price designated would be realized. It was in view of this virtual pledge of the Legislature, and of the sales negotiated in the course of the ensuing year, that the active work of organizing the University was begun. No time of realization had, indeed, been designated; but it was confidently believed by the Board of Regents that

immediate sales under the act of 1837 would afford a sufficient income for the temporary wants of the University, and that at no very distant day the full amount of at least \$921,600 would be received as a permanent endowment.

But this confident belief of the guardians of the University was doomed to a bitter disappointment. A series of legislative acts ensued which made it certain that the ultimate endowment of the University would be much less than had been confidently anticipated. There may be, at the present time, some reason to doubt whether the full sum would have been realized within a reasonable period, even if the Legislature had adhered to the policy of 1837. It is, indeed, quite possible that the financial distress of the years following the act would have made it difficult, within a reasonable time, to negotiate sales at the price designated. It is obvious, however, that this fact was not the ground of the legislative action. A mere reference to the time and nature of the acts will show that such is the case.

When the Superintendent, under the act of March 21, 1837, attempted to bring the lands into market, it was found that very many of them had come to be occupied by settlers. An investigation proved that in every instance the occupation had taken place after the lands had been regularly located for the University. Manifestly, therefore, the occupation furnished no just claim for redress. But the occupants, when they saw the lands which they had quietly occupied, it might be for years, about to be taken from them, were so loud in their clamors that the Legislature did not resist the appeal. By an act approved March 20, 1838, or within a single year of the act which authorized the sale of lands, the Legislature went so far as to release 10,240 acres of university lands that had been located as early as 1830. Although, by the conditions of the releasing act, the University was to receive an equal amount of new lands, and such as might be appraised to be of equal value, it was found to be impossible to fulfil these conditions. The best lands had been the first to be located, and for that very reason it was impossible to find unoccupied lands in 1838 of the same value as many that had been located in 1830. The University had chosen the best of lands in 1830; and, of the lands thus chosen, the best had, by very reason of their excellence, come to be occupied by settlers. Thus the loss sustained by the University was two-fold: a loss of eight years, during which all the best lands had been rapidly going out of market, and a loss of all the advance in the value of lands located eight years before.

Other legislation of a similar character followed. In the course of the same year a bill passed both houses authorizing the sale at \$1.25 per acre of a large quantity of university lands that had been occupied by settlers. Fortunately, however, Governor Mason had been led to foresee the dire results that would be sure to follow in case the bill should become a law. He therefore vetoed the act, pointing out in his message that such legislation would be fatal to the value of the university fund, and even intimating that the bill had been carried by "a wholesale propagandism in search of adventurers to claim university lands."

Although this veto of Governor Mason saved the fund from the annihilation which seemed to await it, the nature of the legislation which followed discloses a painful want of understanding of the real interests of the University.

In 1838 and 1839 the Legislature extended the time of payment to purchasers of university lands. In 1840 nearly 5,000 acres were authorized to be sold at an average price of \$6.21 per acre, a price which brought to the University some \$63,000 less than would have been realized, had the lands been sold at the minimum price established in 1837. Still further, in 1841, the

minimum price was reduced to \$15 per acre, and in 1842 to \$12 per acre. Worst of all, this latter reduction was even made retrospective. The county judges and county surveyors were constituted into adjudicating boards with power to appraise anew lands already sold, and, in case it was determined that a lower price should have been fixed upon than the price at which they were sold, the Superintendent of Public Instruction was authorized to credit the purchaser with the difference. The result of this policy is made clear by the report of the Superintendent for 1843. It is there shown that \$34,651 had been either returned or credited to purchasers. The total sales up to the time of this report had amounted to \$220,000; but the effect of the various acts of relief and retrospective legislation had been to reduce the amount realized for the University to about \$137,000, a sum which was \$83,000 less than the amount for which the lands had been actually sold.

There appears to be nothing to justify the supposition that this unfortunate legislation was prompted by corrupt motives. Speculation and an unsound currency had raised prices above their normal rates; and when the reaction set in, it was probably believed that the prices fixed upon in 1837 had been higher than could be realized within any reasonable period. It is, however, to be said that no time of realization had been designated, and that if all effort to effect sales had been postponed until a later period, the price determined upon might in all probability have been realized. Such a postponement would have involved, perhaps, a postponement of the inauguration of the University. There is doubtless therefore something to be said in defense of the policy pursued. But it is, at least, a question whether it was not more desirable that the University should ultimately come into possession of a large endowment, even if it could do so only by a postponement of its organization for a few years, than that it should open its doors at once at the expense of its ultimate development. However this question may be answered, the result of the policy pursued was to reduce the sum ultimately realized from the sale of lands to about \$450,000. This sum, it will be noticed, is somewhat less than one-half of what had been confidently anticipated at the time of the legislation in 1837.

In 1838 the Board of Regents, in anticipation of a large ultimate income, applied to the Legislature for a loan of \$100,000 for the purpose of organizing the University and erecting the necessary buildings. The manner in which this application was received is quite enough to show that, however unwise some of the acts of the Legislature may have been, the members were prompted by no feelings of hostility; for the Legislature not only granted the loan, but also provided for relieving the University from the direct payment of either principal or interest. This latter result was accomplished by an act authorizing the State Treasurer to receive from the University certain depreciated state warrants at par, and to credit the same on the loan, and also authorizing the sale of university lands for similar warrants to be accredited in like manner. There is direct evidence that this provision was effectual in reducing and ultimately canceling the debt. In 1846 the Governor's message declares that the debt had been reduced by means provided for in the act to \$43,225, and two years later a similar message shows that it had been brought down to \$20,000.

We learn from the proceedings of the Board of Regents for December 23, 1852, that the debt at that time had been entirely extinguished. It is a curious circumstance, however, that notwithstanding the complete liquidation of the debt thus brought about, the Legislature for a considerable number of years regularly remitted the interest as though it were still due from the University. From 1852 to 1859 neither the Board of Regents nor any of the state officials,

either legislative or executive, appear to have been aware that the debt had been paid. The matter seems to have been misunderstood by many, some contending that the State owed the University \$100,000, and others claiming that the indebtedness was exactly the other way. However, since 1853, the State has treated the amount as practically a donation to the University, and in 1877, the Auditor General, by virtue of a resolution of the Legislature of that year, made it on the records a part of the university fund, and so the \$100,000 has actually and justly been given by the State.

The university lands, with the exception of 377.26 acres, have all been sold, and the amount of the fund and the income, September 30, 1880, was as follows:

In the hands of the State.....	\$465,788 46
Due from purchasers.....	73,190 08
	<hr/>
Total university fund.....	\$538,978 54
Income.....	38,426 98
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It became evident at an early period in the history of the University that the endowment fund would be inadequate to the growing wants of the institution. In 1867 the Legislature manifested a willingness to grant assistance. An act was accordingly passed giving to the University an annual appropriation of about \$15,000; but accompanying the act was a condition which required that at least one homœopathic professor should be appointed in the department of medicine. The effect of this proviso was to bring on one of the most exciting contests in the history of the University. It was urged by some that an acceptance of the appropriation with its attached condition would endanger the medical school. In this opinion the Regents eventually concurred, and accordingly did not accept it. Two years later, however, the Legislature not only removed the proviso, but paid over to the University the accumulations of two years,—somewhat more than \$30,000. Still further, in 1873, the appropriation was increased by substituting in the place of the amount annually granted, a twentieth of a mill tax on all the taxable property of the State, a tax from which the University receives at the present time about \$31,000 per annum.

In 1875 the Legislature made a number of important appropriations for special objects, aggregating 44,500. In 1877 special appropriations were also made to the amount of \$49,000; while in 1879, the similar appropriations made aggregate \$75,000. By these acts the income of the University for each of the years was very largely increased.

In connection with the fund obtained from the sources above named should be mentioned the income derived from the fees of students. The only charges made by the University are such sums as have been found to be necessary for the payment of incidental expenses. Students from Michigan are required to pay a matriculation fee of ten dollars and an annual fee of twenty dollars; while residents of other states or countries pay an admission fee of twenty-five dollars and an annual fee of twenty-five dollars. The payment of these sums entitles the student to all the privileges of the University. The only additional expenses of the student arise from the payment for material actually consumed, as for example, in the study of applied chemistry or of practical and comparative anatomy; and a fee of ten dollars for diploma at the time of graduation.

The following table has been prepared to show the amount of moneys received

each year by the University, from 1839 to 1880, from income on permanent funds, legislative appropriations, and other sources. The first two columns are compiled from the official reports of the Auditor General, and are reliable, while the third has been made up from various sources and can be considered in regard to the earlier years as only approximately correct:

YEAR.	Income from Permanent Funds.	Legislative Appropriations.	Receipts from Other Sources.	Total Resources.
1839.....	\$9,433 13			\$9,433 13
1840.....	6,402 91			6,402 91
1841.....	2,263 61			2,263 61
1842.....	10,146 45			10,146 45
1843.....	994 83			994 83
1844.....	3,688 48			3,688 48
1845.....	10,040 68		\$403 94	10,443 72
1846.....	4,816 94		509 25	5,326 19
1847.....	11,915 00			11,915 00
1848.....	19,020 34		1,448 71	20,469 05
1849.....	6,090 43		915 62	7,006 03
1850.....	9,644 70		1,006 87	10,651 57
1851.....	9,315 33		2,364 95	11,680 28
1852.....	11,493 57		2,297 67	13,791 24
1853.....	14,874 57		2,876 94	17,751 51
1854.....	28,119 93		3,491 78	31,611 71
1855.....	36,753 00		3,344 84	40,097 84
1856.....	34,575 16		3,584 72	38,159 88
1857.....	34,635 34		3,607 20	38,242 54
1858.....	35,425 01		3,884 59	39,309 60
1859.....	29,026 07		4,146 73	33,172 80
1860.....	44,142 77		5,705 43	49,848 20
1861.....	19,499 82		5,976 86	25,476 68
1862.....	56,199 72		6,340 30	62,540 02
1863.....	32,374 48		6,620 00	38,994 48
1864.....	42,538 80		10,421 10	52,959 90
1865.....	39,469 44		20,580 78	60,050 22
1866.....	37,415 82		18,768 00	56,183 82
1867.....	38,877 33		20,190 15	59,067 48
1868.....	39,744 37		25,686 00	65,430 37
1869.....	38,400 00	\$33,197 02	22,139 00	98,736 02
1870.....	38,157 95	18,849 58	22,039 04	79,046 57
1871.....	39,000 00	15,000 00	22,664 75	76,664 75
1872.....	38,550 00	52,500 00	23,352 52	114,402 52
1873.....	38,341 00	90,500 00	23,196 88	152,037 88
1874.....	38,590 00	27,375 00	31,927 71	97,892 71
1875.....	38,475 91	49,500 00	40,010 41	127,986 32
1876.....	38,371 32	58,000 00	46,599 66	142,970 98
1877.....	38,264 36	59,000 00	51,725 12	148,989 48
1878.....	32,299 97	60,125 00	62,574 42	154,999 39
1879.....	46,921 95	90,625 00	59,024 43	196,571 38
1880.....	34,734 02	94,750 00	63,209 50	192,693 52
Totals.....	\$1,129,910 91	\$654,421 60	\$622,634 97	\$2,406,967 48

GOVERNMENT.

During the territorial period of the history of Michigan, the interests of higher education were committed to a board of trustees consisting of the Governor and the Judges. As early as 1817, a curiously elaborate plan of a university was adopted by this board. As the whole Territory, at that time, how-

ever, did not contain more than about 6,000 souls, it was obviously impracticable as yet to organize the institution. There were no students, and, indeed, there was no endowment. The instrument, therefore, to which we refer is interesting chiefly as showing the purposes of the officers of the Territory and the ideal which they hoped ultimately to realize.

This early organization of the board was not, however, without its good results; for, to the University, as thus provided for, were entrusted the interests and direction of the subordinate schools. In 1821 an act was passed repealing that of 1817, and establishing an institution to be called the "University of Michigan" in the city of Detroit. To this new institution were transferred all the educational powers enjoyed by its predecessor. The board was empowered to "establish such colleges, academies, and schools, depending upon said University, as they might deem proper and the funds should permit." This board was, furthermore, entrusted with the entire charge of the land granted to the University by Congress in 1804, as well as with the sections reserved for the same purpose in 1817, at the treaty with the Indians at Fort Meigs. It is sufficient in this connection to say that this board continued to administer the affairs of higher education until a state constitution was adopted, when the Territory was admitted to the Union in 1836.

Although no university proper was established, it is of importance to note that the board of trustees, during the whole of this period, continued to superintend the schools which they had established; and, furthermore, that the schools under their superintendence played a very important part in the early history of the University. It was of inestimable advantage, when the institution was finally opened, that there were in the State a number of good preparatory schools. It remains only to be said of this territorial period that, by a decision of the Supreme Court in 1856, the continuity of the corporations of 1817, 1821, and 1836 was affirmed,—in other words, that the three are to be regarded as a single institution.

When Michigan became a state, an important change occurred in the method by which the University was to be controlled. The Constitution provided for the appointment of a Board of Regents by the Governor and the Senate. Accordingly, on the 21st of March, 1837, the Senate confirmed the appointment of twelve persons nominated by the Governor. These and their successors, together with the Governor, Lieutenant Governor, and Judges of the Supreme Court constituted the Board of Regents from 1837 to 1852.

This method of making up the Board of Regents was doubtless unfortunate. The men appointed were almost without exception prominent politicians. The new board contained not a single educator, and but two men who had been members of the old board of trustees. If there had even been a president of the University to give general direction to the work of organization, this want of experience on the part of the Regents would not have been so serious. There was, perhaps, not a single person on the Board to whom positive objection could be urged; yet the members were nearly all engaged in public affairs of another nature, and, consequently, the University was of secondary importance. By the very constitution of the Board the same men who gave direction to affairs in the Legislature gave similar direction in the Board of Regents. When, therefore, the Legislature was found unable to resist the clamors of settlers on university lands, it would have been marvelous indeed if any very effective protests had been urged by the Board of Regents. Even the feeble remonstrances made were shorn of all power by the fact that in many instances, the very men who had favored them in the board opposed them in the Legislature

It is difficult to resist the conviction that very much of the ill management of the university lands already referred to might easily have been prevented had the Board of Regents been made up of men of undivided allegiance.

The amended Constitution, adopted in 1850, provided for an important change in the method of appointing the Board of Regents. This change was effected by the following constitutional provision :

There shall be elected in each judicial circuit, at the time of the election of the judge of such circuit, a Regent of the University, whose term of office shall be the same as that of such judge. The regents thus elected shall constitute the Board of Regents of the University of Michigan. * * * The Board of Regents shall have the general supervision of the University, and the direction and control of all expenditures from the university interest fund.

By this constitutional provision the most serious defects of the previous Board were corrected. Some changes in detail have since been adopted, but in the main the University has, from 1852 till the present time, been administered in accordance with the spirit and the letter of the article just quoted. It was obviously an error to provide for the entire renewal of the Board at each election, and it was soon thought unwise to restrict the election of regents to single districts. Changes for the purpose of correcting these errors have accordingly been made. At the present time the Board consists of eight Regents, elected by the people for the term of eight years, two of the number being chosen from the State at large at each biennial election.

A study of the development of the University since 1850 will hardly fail to show the wisdom of the constitutional changes made at that time. The remarkable growth of the institution is unquestionably due in great measure to the watchfulness and the wisdom of the Regents chosen by the people of the State to be its guardians. The experience of Michigan goes very positively to show, not simply that the University is safe under the control of men elected by the people, but that its affairs are likely to be administered with prudence and with wisdom.

ESTABLISHMENT AND DEVELOPMENT.

The relations of the University to the other parts of the educational system of the State were established at a very early date. In 1817, some twenty years before Michigan became a State, the Governor and Judges, to whom the interests of higher education were committed by the territorial government, drew up and adopted the following law, which may be viewed as a curiosity in the history of education, both on account of its peculiarity of language and of the means provided for its support. It was, however, no unusual thing at that early day to provide for the establishment of literary institutions, schools and colleges, and for benevolent and religious enterprises and purposes by the organization of lotteries. The law was adopted and published from the laws of the seven original states mentioned in its last clause, by reason of a provision of the Ordinance of 1787, that the laws which the Governor and Judges made and published, both civil and criminal, were to be so taken, and suited to the circumstances of the Territory, and reported to and sanctioned by Congress, until the people were entitled to the organization of a General Assembly :

AN ACT to establish the Catholepistemiad, or University of Michigania.

Be it enacted by the Governor and the Judges of the Territory of Michigan, That there shall be in the said Territory a Catholepistemiad, or University, denominated the Catholepistemiad or University of Michigania. The Catholepistemiad or University of Michigania shall be composed of thirteen didaxum or professorships ; first, a didaxia

or professorship of catholepistemia, or universal science, the didactor or professor of which shall be President of the institution; second, a didaxia or professorship of anthropoglossica, or literature, embracing all the epistemum or sciences relative to language; third, a didaxia or professorship of mathematica, or mathematics; fourth, a didaxia or professorship of physiognostica, or natural history; fifth, a didaxia or professorship of physiosophica, or natural philosophy; sixth, a didaxia or professorship of astronomia, or astronomy; seventh, a didaxia or professorship of chymia, or chemistry; eighth, a didaxia or professorship iatruca, or medical sciences; ninth, a didaxia or professorsnip of oeconomia, or economical sciences; tenth, a didaxia or professorship of ethica, or ethical sciences; eleventh a didaxia or professorship of polemitaetica, or military sciences; twelfth, a didaxia or professorship of diegetica, or historical sciences; and thirteenth, a didaxia or professorship of ennoëica, or intellectual sciences, embracing all the epistemum or sciences relative to the minds of animals, to the human mind, to spiritual existence, to the Deity, and to religion, the didactor or professor of which shall be Vice-President of the institution. The didactors or professors shall be appointed and commissioned by the Governor. There shall be paid from the Treasury of Michigan, in quarterly payments, to the President of the institution, and to each didactor or professor, an annual salary to be from time to time ascertained by law. More than one didaxia or professorship may be conferred upon the same person. The President and didactors, or professors, or a majority of them assembled, shall have power to regulate all the concerns of the institution, to enact laws for that purpose, to sue, to be sued, to acquire, to hold, and to alienate property, real, mixed, and personal, to make, to use, and to alter a seal, to establish colleges, academies, schools, libraries, museums, atheneums, botanic gardens, laboratories, and other useful literary and scientific institutions, consonant to the laws of the United States of America, and of Michigan, and to appoint officers, instructors, and instructri in, among, and throughout the various counties, cities, towns, townships, and other geographical divisions of Michigan. Their name and style as a corporation shall be "The Catholepistemiad or University of Michigan." To every subordinate instructor and instructrix appointed by the Catholepistemiad or University, there shall be paid from the Treasury of Michigan, in quarterly payments, an annual salary, to be from time to time ascertained by law. The existing public taxes are hereby increased fifteen per cent.; and from the proceeds of the present, and of all future public taxes, fifteen per cent. are appropriated for the benefit of the Catholepistemiad or University. The Treasurer of Michigan shall keep a separate account of the university fund. The Catholepistemiad or University may prepare and draw four successive lotteries, deducting from the prizes in the same fifteen per cent. for the benefit of the institution. The proceeds of the preceding sources of revenue, and of all subsequent, shall be applied, in the first instance, to the acquisition of suitable lands and buildings, and books, libraries, and apparatus, and afterwards to such purposes as shall be, from time to time, by law directed. The *Honorarium* for a course of lectures shall not exceed fifteen dollars; for classical instruction ten dollars a quarter, and for ordinary instruction six dollars a quarter. If the judges of the court of any county, or a majority of them, shall certify that the parent or guardian of any person has not adequate means to defray the expense of suitable instruction, and that the same ought to be a public charge, the Honorarium shall be paid from the Treasury of Michigan. An annual report of the state, concerns, and transactions of the institution, shall be laid before the legislative power for the time being. This law or any part of it may be repealed by the legislative power for the time being. Made, adopted, and published from the laws of seven of the original states, to wit: the states of Connecticut, Massachusetts, New Jersey, New York, Ohio, Pennsylvania, and Virginia, as far as necessary and suitable to the circumstances of Michigan, at Detroit, on Tuesday the twenty-sixth day of August, in the year of our Lord one thousand eight hundred and seventeen.

WILLIAM WOODBRIDGE,

Secretary of Michigan, and at present acting Governor thereof.

A. B. WOODWARD,

Presiding Judge of the Supreme Court of the Territory of Michigan.

JOHN GRIFFIN,

One of the Judges of the Territory of Michigan.

I hereby certify the above and foregoing to be a true copy of the original, now of record in the office of the Secretary of State, on pages 52 and 53 of the Executive Records of Michigan.

R. R. GIBSON,
Deputy Secretary of State.

In this connection, the first annual report of the "University of Michigania" may prove of interest, and it is therefore given herewith. As appears from this report, the University, as established by the Governor and Judges, was not an institution of learning, but a Territorial Board of Education.

THE FIRST ANNUAL REPORT OF THE UNIVERSITY OF MICHIGANIA.

To the Governor and Judges of the Territory of Michigan:

GENTLEMEN,—The report which the law establishing the University requires to be laid before your honorable body cannot, in the present infant state of the institution, furnish any great variety of matter. There is, as yet, but little demand in this Territory for extensive literary establishments. The attention of the University, therefore, has been hitherto occupied in providing for the primary parts of education. In this way they have proceeded as far as their means would permit. From their knowledge of the several districts of the Territory they have deemed it expedient to establish a primary school at the town of Munroe, one at Michilimackinack, and a primary school and a classical academy in the city of Detroit, which they did by statute.

By this an opportunity was given to the inhabitants of those places to apply for the appointment of instructors and for financial aid. No such applications have been made either from Munroe or from Michilimackinack. It is presumed that the inhabitants of the said places have thought themselves unable to afford encouragement to capable instructors and have apprehended, what was the fact, that the University did not possess any disposable funds. In the city of Detroit something more has been done. In the month of October, 1817, several papers were presented at the treasury of the University, purporting to be voluntary subscriptions in aid of the funds of the University. The sums were payable on demand, except where the subscriber expressly extended payments to succeeding years, and except a provision made by a statute of the University, which provides that no more than \$50 annually shall be demanded of any subscriber. The whole amount of subscription is about \$5,100. Payable on demand, \$1,100; the second year, \$1,000; the third year, \$950; the fourth year, \$835; the fifth year, \$571; the sixth year, \$331; and the seventh, eighth, ninth and tenth years, each \$92. Another sum of \$940 was also procured from donations, which had been made for the relief of the citizens of Detroit in consequence of the conflagration in 1805, the University assuming the responsibility against all claims on the part of the donors and on the part of the sufferers. As these funds were chiefly derived from the citizens of Detroit, it was deemed just by the University that the said funds should first be applied to their benefit. A building was accordingly ordered to be erected on one of the lots belonging to the University in the city, which was appropriated for that purpose. The expenses of the building have rather exceeded the amount of the first and second years' subscription, together with the aforesaid donations. The plan of these prospective subscriptions has rendered it impossible for the University to make those disbursements which were necessary for the immediate establishment of schools, so that the building has been somewhat retarded and is not yet completed. It was constructed with two stories, the lower of which is appropriated to a primary school, the upper to a classical academy, and are under the control of the trustees of the said institutions respectively. These two are the only institutions that have been organized by the University. In them trustees and instructors have been duly commissioned. The classical academy has been in operation about nine months, and the instructor therein has given abundant evidence of his ability to discharge the duties of that office. The primary school has been in operation three months, is modeled on the Lancasterian plan, and has been conducted with a success equal to the highest expectations of its trustees and visitors. The University have not had it in their power to promote any further the means of education. Yet in their judgment something more ought to be done. Schools are wanting in several districts of the Territory, where the inhabitants are not able to establish them on any respectable footing. They are obliged either to be without instructors, or, which is worse, to employ those who are unqualified. The University are also of opinion that it will be expedient at an early period to found an institution of a superior order, which shall be furnished with a library and philosophical apparatus. Several youth are now advancing in their studies, who, in a short time, will be ready to enter upon a course of collegiate education, and it will be good policy to encourage them to remain in the Territory. It will be economical with regard to pecuniary resources, and will render learning accessible to those in indigent circumstances, and thus the public will be benefited by genius and talents which would otherwise have

died in obscurity. Finally, the University suggest to your honorable body the query, whether the said University of Michigan might not be so organized as to embrace a greater number of persons in the corporation, and thus extend the responsibility, and to have at their disposal such property or resources as would enable them to effect the necessary purposes of education in the Territory.

All which is respectfully submitted.

JOHN MONTEITH,

President of the University of Michigan.

DETROIT, November 16, 1818.

In 1821 some of the provisions of the original act were abrogated; others were elaborated and defined. The policy of the University in matters of religion, for example, was determined to be identical with that of the common schools. The act declared that "persons of every religious denomination were capable of being elected trustees, and no person, president, professor, instructor or pupil was to be refused admittance for his conscientious persuasion in matters of religion." It provided further that the trustees of the University "might from time to time establish such colleges, academies and schools dependent upon the University as they might think proper." It made it the duty of the trustees "to inspect such colleges, academies and schools, to examine into the state and system of education and discipline therein, and to make a yearly report;" "to ordain rules for the government of the institution not inconsistent with the laws of the United States or of the Territory;" and finally, it authorized them to appoint a president and professors; and to remove them at pleasure.

Thus, as early as 1821, the University was placed at the head of the educational system of the State, with comprehensive powers and great responsibilities. The fact is chiefly important as showing the manner in which the rank and position of a university was regarded during the territorial period. It was not until Michigan became a State, in 1836, that these ideas began to assume a concrete form. Among the first acts of the new state government was the appointment of John D. Pierce as Superintendent of Public Instruction, and to him was entrusted the responsible work of preparing not only a system of common schools, but also a plan for a university. In his first report to the Legislature, Mr. Pierce presented the result of his investigation and labors and recommended a system of education for the State.

After discussing at length the lower and intermediate schools, Superintendent Pierce argued with especial ability and fullness that the University ought to be organized upon the broadest basis. He recommended the ultimate establishment of three departments,—one of literature, science and the arts, one of medicine, and one of law. He discussed at length the relations of the institution to the different religious denominations of the State; and he recommended that liberal policy in the appointment of professors which has since been so successfully carried out. Not only were his recommendations marked by a broad and comprehensive wisdom, but his faith in the future of the University must have been most cheering to his associates. "In respect to the assertion," said he, "that state institutions do not and cannot flourish, it may safely be affirmed that the history of the past proves directly the reverse. The oldest and most venerable institutions in our land are emphatically state institutions; they were planted, came up, increased in stature, and attained to the maturity and vigor of manhood under the guidance and patronage of the state. The same is true of nearly all the European universities; they are state institutions, founded, sustained, and directed by the state." The recommendations of this report were adopted and became the basis on which the superstructure of the University has been erected.

The next important step in the history of the University was an effort to emancipate it from the direct control of the Legislature. This effort was not completely successful, but it was so nearly so that the Board of Regents became practically independent. In 1840 a committee, appointed to inquire into the condition of the University, reported such alterations as, in their opinion, were necessary to ensure its full and permanent success. Among other changes they recommended with great earnestness a transfer of all authority over the institution from the Legislature to the Board of Regents. This recommendation they enforced by means of a full exposition of the work to be done, as well as of the difficulty of getting it done by men chosen for the purposes of general legislation. "State institutions," declares the report, "have fallen into the hands of the several legislatures,—fluctuating bodies, chosen with reference to their qualifications for other duties than cherishing literary institutions. When legislatures have legislated directly for colleges, their measures have been as fluctuating as the changing materials of which they are composed. When they have acted through a board of trustees, under the show of giving representation to all, they have appointed men of such discordant and dissimilar views that they never could act in concert, so that while supposed to act for and represent somebody, they, in fact, have not acted and could not act for anybody. * * * What the Legislature should attempt in reference to the University is, in the opinion of the committee, to put the whole subject into the hands of competent men, leaving it with undivided responsibility on their shoulders, and then the Legislature not meddle with it again, except to protect it as guardians, not to destroy it as capricious despots. Repeated legislative interference, known by experience to be the ruin of a cause like this, would soon dishearten every regent who takes an interest or an active part in the duties of his office. The duties of the regents, in their turn, will be mostly to provide the means and apparatus, and the like, and to fill the various faculties with able men, and to throw the undivided responsibility of carrying on the work of education on them. A board of experienced regents can manage the funds of the University better than any legislature; and the faculty can manage the business of education,—the interior of the college,—better than any regents."

The policy thus vigorously advocated was not at once adopted. As we have above seen, the Legislature frequently interfered with the interests of the University by unwise legislation between 1840 and the time of the adoption of the new Constitution in 1850. Interference, however, was not frequent. Practically the control of the institution, even during the period mentioned, was in the hands of the Board of Regents. From the first, also, the interior work of the University was entrusted exclusively to the professors. It is not too much to say that it is largely to this separation of powers, and to this absence of officious interference that very much of the prosperity of the University is to be attributed.

We have already seen in a preceding chapter of these sketches, that the founders and early trustees of the University gave it power to establish and direct subordinate colleges and academies, and as the subject received attention at length in that connection, further mention of it is omitted here.

We now approach a period of very great importance in the history of the University. In 1850 a new state Constitution was adopted, and an important change was made in the organization of the Board of Regents. The modification which had been recommended, as we have above seen, in 1840, was now brought about by means of a constitutional provision. The ten or eleven years that had elapsed since the organization of the board had been enough to con-

vince the law-makers that a change was imperatively demanded. Under the system by which the Regents were appointed by the Governor and Senate, the Board was chiefly made up of politicians rather than of men of superior educational qualifications. The new Constitution struck boldly at the root of the evil. Not only were the Regents henceforth to be elected directly by the people, but they were to possess greatly increased powers.

"The Board of Regents," declared the new Constitution, "shall have general supervision of the University, and the direction and control of all expenditures from the university interest fund." This important clause, it may be remarked, has been interpreted as giving to the Board exemption from the control of the Legislature; and under shelter of it, the Regents have not hesitated to disregard the authority of the Legislature whenever the interests of the University have seemed to demand such action. In this course the Board has been sustained by the Supreme Court of the State. It is probable that no one act in the dealings of the State with the University has conferred a greater benefit upon the institution than the clause above quoted. Before 1851 the University was controlled by good men, it is true, but by men who were appointed because of their political prominence rather than because of their interest in affairs of education, while since that time the Regents have been men selected solely on account of their real or supposed ability and disposition to administer wisely the interests of the University.

No sooner did the new Board of Regents enter upon their duties than the University seemed to enter upon a new career of prosperity. Good plans had been adopted, and a firm foundation had been laid; but as yet the edifice had not begun to rise. Indeed a positive decline in the number of students at the University had taken place. The first catalogue, that of 1843-4, gives us the names of fifty-three students. This number was gradually increased until 1848, when the number had reached eighty-nine. Then for the next five years there was a steady and serious decline. In 1852 the number of students in the department of literature, science, and the arts was only fifty-seven, a smaller number than had been present any year since 1845.

But now an important change took place. The new Constitution required that the Board of Regents elect a president of the University; and this duty they wisely fulfilled by calling to the position Rev. Henry P. Tappan, D. D., of New York. President Tappan brought to the University not only great ability and culture, but also an unusual enthusiasm in the work of higher education. He had studied the educational systems of the different European states, and had acquired a great admiration for the system of Prussia. On coming to the University, therefore, he had but to develop and amplify the policy that had been recommended, and, indeed, adopted by Superintendent Pierce as early as 1837. But it should be said that up to the advent of President Tappan that policy had lain practically dormant. Previous to 1850, when the medical department was inaugurated, nothing but the ordinary classical course had been opened; in a word, there was nothing about the institution on his arrival to remind one that the Prussian system had ever been so much as thought of, much less recommended and decided upon.

In his inaugural address the President reviewed what had been recommended by Superintendent Pierce and others, and announced his purpose to develop the principles that they had adopted. Addressing the Board on the subject, he used these words: "I propose, then, generally, that you follow out the principles you have adopted, and perfect manfully your system of education according to those principles." The great merit, then, of President Tappan's work

for the University was not so much that he advanced new doctrines and proposed new theories, as that he discovered the means of bringing into actual existence and practice what had previously been no more than an ideal.

The interior development of the University was at once begun. The President's policy in this regard was foreshadowed in his inaugural and in his first report. "We see," said he, "a university faculty giving instruction in a college or gymnasium. Our first object will be to perfect this gymnasium. To this end we propose a scientific course parallel to the classical course. There will be comprised in it, besides other branches, civil engineering, astronomy with the use of an observatory, and the application of chemistry to agriculture and the industrial arts generally. The entire course will run through four years, in which the students will be distributed into four classes similarly to the classical course. Students who pursue the full scientific course we shall graduate as Bachelors of Science. In addition to this we shall allow students to pursue special courses, and give them at their departure certificates of their proficiency."

The policy thus promulgated by President Tappan differed in some important particulars from that adopted generally in the older universities. At Harvard, at Yale, and elsewhere, the method pursued has been to keep the classical students separated in a measure from those prosecuting scientific studies. In accordance with this policy the Lawrence and Sheffield schools have each a more or less complete existence independent of the college proper. In Michigan, on the other hand, the policy was adopted of keeping all the students in intimate relations with one another by admitting them as far as possible to the same classes. On the basis of this theory the University has been developed. A scientific course, strictly parallel with the classical course, was at once opened; and a little later, the course in civil engineering was added.

In order that astronomy might be successfully taught, an observatory was needed. Largely through the personal solicitations of the President money was raised, chiefly in Detroit, to supply this deficiency. The Detroit observatory, when ready for use, was recognized as one of the most perfectly equipped in the world, and its subsequent record has more than justified the high anticipations of its founders. In 1856 the central portion of the chemical laboratory was erected; and the demand for instruction became so general that an important enlargement soon became imperatively necessary. Nor in the midst of all this development of scientific studies was the old classical course weakened. On the contrary, it not only continued to enjoy the fostering care of the President and the faculty, but it received an impulse in the appointment of Professors Boise and Frieze to the chairs of Greek and Latin, which to the present day has been to it a perpetual source of strength. The medical school, which had been established just before the appointment of President Tappan, was developed and strengthened. Finally, the law department was opened, and under the inspiring influence of such instructors as Judges Campbell and Cooley, and their fellow professors, it grew in the course of a few years to be the most numerously attended law school in the country.

Another means by which the University was greatly strengthened and developed was the policy adopted by President Tappan in the appointment of professors. From the first he maintained that officers of instruction should be selected solely on account of their ability to instruct. When he was pressed to make appointments on denominational grounds, he not only declined to do so, but maintained that such appointments were wrong in principle and highly injurious in practice. "Egregiously do they mistake," declared he, "the

character and ends of this institution who imagine that because it belongs to no sect or party in particular, it therefore belongs to all sects and parties conjointly and of equal right. It not only does not belong to any sect or party in particular; it belongs to no sect or party at all. The prime object of a seminary of learning is not like that of a church, to inculcate religion or perform its services, but to afford education. A little reflection in connection with some experience of the pressure of denominational interests produced in my own mind, and, I believe, in the minds of the entire board, a settled conviction that any regard to religious denominationalism in the appointment of professors, is both wrong in principle and productive of endless embarrassment. There is no safe guide in the appointment of professors save in the qualifications of the candidate."

Thus by the founding of new departments, by the establishment of new professorships, and by the appointment of men of culture and skill to fill the vacant chairs, as well as by the noble utterances of the President on educational subjects, the work of the University was immensely extended in breadth and in depth. The first catalogue in which President Tappan's name occurs contains a list of fourteen officers and two hundred and twenty-two students; the last one shows that the number had increased during the eleven years of his administration to thirty officers and six hundred and fifty-two students.

In the summer of 1863 President Tappan was succeeded by Rev. Erastus O. Haven, D. D., LL. D. The circumstances attending the change of administration were such as to place serious obstacles in the way of the new President. Predictions were rife that disaster to the University would ensue. These predictions, however, proved groundless. It soon became obvious that the institution was too firmly established to be dependent upon any single person. Although the University, both without and within, was violently agitated, the number of students who applied for admission in the autumn of 1863 was greater than ever before. It was evident that the institution had acquired a momentum which no temporary agitation could check.

Embarrassments of a somewhat serious nature, however, now began to be felt. During the administration of President Tappan the financial resources of the University had been adequate to its most pressing necessities. The salaries of professors in the literary department had been fixed at \$1,500, and plans had been adopted on the supposition that these salaries would be permanent. On the outbreak of the war, however, prices advanced so rapidly that the salaries paid were no longer equal to the necessities of the position. But the income of the University was very nearly fixed. The large increase in the number of students called for a similar increase of expenditure both for instruction and for incidentals, while the additional amount received from the small fees of this increased number was altogether inadequate to the increased demand. The University was in fact embarrassed by its prosperity.

Accordingly, in September, 1866, measures were taken by the President and the Board of Regents to bring the financial necessities of the University before the Legislature. The President and several members of the Board repaired to Lansing on the opening of the session and laid the subject before the two houses.

The result of their effort afforded no relief, although it changed the nature of the embarrassment. An act was passed giving to the University a twentieth of a mill tax (equivalent to about \$16,000 per annum); but, accompanying the grant was a condition which the Regents felt it impracticable to fulfil. The money was to be paid only on condition that at least one professor of homœopathy should be appointed in the department of medicine.

The excitement at the University in consequence of this act was very intense. Several resignations of professors in the medical department occurred, and it was understood that all the members of the medical faculty wrote their resignations with the determination of proffering them in case the grant should be accepted on the condition imposed.

The medical school had become one of the most prosperous, if indeed it were not without exception the most prosperous in the country, the catalogue for that year showing an attendance of five hundred and twenty-five students. In view of the fact that the school would obviously be broken up by an acceptance of the grant, the Regents voted to postpone the decision of the question for one year.

At the end of twelve months, a period filled with agitation of the subject, the matter was again taken in hand. An attempt was now made to comply with the conditions of the law so far as was necessary to secure the grant, and at the same time to evade them so far as was necessary to save the medical department. For the purpose of accomplishing these two very desirable results, the Board "resolved to organize a school in the department of medicine, to be called the 'Michigan School of Homœopathy,' and to be located at such place other than Ann Arbor as should pledge to the Board of Regents the greatest amount for the building and endowment of said school." For the purpose of carrying out that provision, a professor of theory and practice of homœopathic medicine was appointed, and \$3,000 were appropriated to be expended in the organization of the school.

Before anything further was done, however, the matter was carried into court. It is enough, in this connection, to say that the Supreme Bench of the State declared that the course of the Regents was not a compliance with the requirements of the law.

When the Legislature met in January, 1869, the needs of the University again came up for consideration. The course of the Regents in rejecting the grant of the previous session was severely scrutinized; but in the end a majority of the legislators were brought to see that any other disposition of the matter would have imperiled one of the most prosperous departments of the University. Accordingly a new bill was passed giving to the institution the sum accumulated under the previous grant, together with a subsidy of \$15,500 a year. Best of all, the grant was free from the obnoxious conditions of the previous act. In view of the turbulent animosities which agitated the practitioners and adherents of the two schools of medicine in all parts of the State, this legislation was scarcely less creditable to the conciliatory and politic wisdom of President Haven, than to the sympathetic generosity of the Legislature itself.

During the six years of President Haven's administration, the different parts of the University were steadily developed. In the department of literature, science, and the arts three additional and distinct courses of study were introduced. The Latin and scientific course was designed to afford a compromise between the strictly classical and the strictly scientific courses. In the place of Greek were substituted French and German, and in the place of a portion of the higher mathematics were given somewhat more advanced studies in English. A course in mining engineering was also offered, but as the appliances for technical illustration were meagre, no very marked advancement could be made. The course in pharmacy, designed for the education of apothecaries and druggists, on the contrary, attracted to it so large a number of

students that the already spacious accommodations of the chemical laboratory had to be considerably increased.

In 1869 President Haven withdrew from the University, leaving behind him every token of a prosperous administration. Every department of the institution had been extended in breadth and in depth; and in the number of students in attendance had increased to somewhat more than eleven hundred.

It was two years after the resignation of President Haven before President J. B. Angell was inaugurated as his successor. Meanwhile the affairs of the University were ably administered by Prof. H. S. Frieze as acting President.

In the course of Acting-President Frieze's term of office several measures of very great importance were adopted. The most noteworthy of these was unquestionably the opening of the University to women. The question of the admission of women to the privileges of the institution had often been agitated. In 1858 the subject was brought before the Board of Regents by the petition of a number of young ladies asking for admission to the University. The question was carefully considered by the President and the Board. On the 8th of September of that year a very elaborate and able report adverse to the petition was adopted by the Regents. The next step in the history of the movement was taken in the Legislature. In the winter of 1867 it was resolved "that it is the deliberate opinion of this Legislature that the high objects for which the University of Michigan was organized will never be fully attained until women are admitted to all its rights and privileges."

On the basis of this declaration the Board of Regents at their meeting in April, 1867, instructed the executive committee "to consider this subject, and at some future time report whether the regulations relating to the admission of students to the different departments of the University, and to the conferring of degrees should not be so construed as not to exclude women, residing in the State of Michigan, from the right of matriculation, and to become candidates for graduation upon the same conditions and with the same requirements as are demanded of men."

In September of the same year, while the subject was still before the committee, President Haven discussed the matter at some length in his annual report. The embarrassments that would arise in case of a compliance with the declared wish of the Legislature were fully considered. The conclusion reached by the President was expressed in the declaration that "it is too late now to make this change without a revolution that should not be risked except under a necessity that cannot otherwise be met. And if insisted upon," continued the President, "suitable appropriations of money to meet the expense should be made. The establishment of a state college for young ladies would reasonably and successfully meet the demand."

One year later, however, the President declared that his views on the question had undergone some modification. In his report of September, 1868, he expressed the belief that, as the deliberate opinion of the Legislature appeared to be the opinion of the people of the State, the University, belonging to the State, ought to regard that opinion. "The more I consider the subject," declares the report, "and the more carefully I study the results of the education of both sexes in the same schools, the more inclined am I to the belief that the best method for Michigan would be to make provision for the instruction of women at the University, on the same conditions as men. I have come to this conclusion slowly. A few objections have sometimes seemed to me strong, but the most of what is urged against it is fanciful, and partakes of the nature of the thoughtless opposition made to what is new."

In April, 1869, Regent Willard, who had from the first ardently advocated the measure, presented to the Board the following resolution :

"Resolved, That in the opinion of this Board no rule exists in any of the university statutes which excludes women from admission to the University."

This resolution was laid upon the table by a vote of five to three.

But it was becoming more and more apparent that the demands of the public could not long be resisted. The necessities of the University were becoming more and more imperative, and it seemed doubtful whether the Legislature would grant the necessary aid unless women were admitted to a share of its benefits. Accordingly, in January, 1870, the subject was again brought before the Board of Regents by Regent Willard ; and the question was finally settled by the adoption of the following resolution :

"Resolved, That the Board of Regents recognize the right of every resident of Michigan to the enjoyment of the privileges afforded by the university, and no rule exists in any of the university statutes for the exclusion of any person from the University who possesses the requisite literary and moral qualifications."

From what has been given in the above statement of facts it will be seen that the resolution, though unpretending and simply expository in its nature, embodied in itself nothing less than a measure which had received the most careful attention, and which was fraught with the most far-reaching results.

The admission of women to the University made further appropriation by the Legislature imperatively necessary. It was at once determined that in the department of medicine women should not be taught in the same classes as men, and consequently that the lectures would have to be duplicated. This fact not only made an increase of salary to the professors in the medical department necessary, but it also called for increased accommodations in the way of buildings and apparatus. Such increased facilities, moreover, were especially imperative in the literary department.

Accordingly, in January, 1871, the wants of the University were brought before the State Legislature. The representation was not in vain. Although the homœopathic question was still unsettled, and although in consequence of this fact some bitterness towards the course of the Regents was manifested, yet it was obvious that the Legislature as a whole were proud of the University, and were determined to support it. An important appropriation was made in response to the efforts of the university authorities. This was an independent grant of \$75,000 for the purpose of affording increased accommodations to the literary department, a grant from which the building known as University Hall was chiefly erected. This legislation was important not only as affording assistance to the University, but as the inauguration of a policy which, it was hoped, would afford it permanent and adequate support.

Another measure of great importance inaugurated in the course of Professor Frieze's administration was the formation of an official connection between the University and the high schools of the State, to which attention has already been given in a preceding chapter of these sketches.

It is worthy of mention that it was during the administration of Prof. Frieze that the first important addition by private liberality was made to the university library. It became known that the library of the late Prof. Rau of the University of Heidelberg was for sale ; and the Acting-president of the University at once set about securing the means of purchasing it. His efforts were successful. Philo Parsons, Esq., of Detroit not only bought the library for the University, but also volunteered to fill out important sets of books and periodicals as yet incomplete. Thus the university library was enriched by an

addition of about 4,000 volumes and 5,000 pamphlets devoted to the science of government, political economy, and cognate subjects.

Soon after the resignation of Dr. Haven, Dr. J. B. Angell, of the University of Vermont, had been invited to the vacant presidency. This invitation he had declined. Nearly two years later, however, it was renewed and accepted. In June, 1871, therefore, President Angell was inaugurated, and in the following September he entered upon the duties of his office.

From what has been noted it will be observed that President Angell entered upon his executive duties just after several very important innovations had been determined upon. The admission of women to all the departments of the University, and the admission of students from the high schools of the State to the literary department, without examination, were changes of too great moment to be entered upon without considerable solicitude. Many prophesied only evil as the sure result of these innovations, while even those who were friendly to the changes feared that great dangers might arise. But President Angell ably assumed the responsibilities devolved upon him, and all anticipated evils have been averted. In his report for 1879, President Angell, speaking of the results of the admission of women to the University, says "After our nine years' experience in coeducation we have become so accustomed to see women take up any kind of university work, carry it on successfully, graduate in good health, cause no embarrassment in the administration of the institution, and awaken no special solicitude in the minds of their friends or of their teachers, that many of the theoretical discussions of coeducation by those who have not had opportunities to examine it carefully, read strangely to us here on the ground." In reference to the subject of the admission of students from the high schools without examination, Acting-president Frieze, who had again assumed the administration of the affairs of the University, owing to the temporary absence of President Angell as minister to China, in his report for 1880, says: "There are now sixteen of the most flourishing and important high schools of the State holding this relation to the University; and no one can look into the condition of these schools without feeling satisfied that this connection has had the effect both to animate their students to more earnest effort, and to encourage and strengthen the teachers, while it has brought about a more perfect unity of plan and method in the schools of the State in general. In short, it gives to our schools, otherwise isolated, a bond of union and a centre of life. We are convinced, as the result of an experiment of ten years, that this coöperative plan, especially if entered into by the few remaining schools, and thus perfected, will give a character of consistency, solidity, strength, and efficiency to the educational work of the State, which will leave nothing further to be desired but the uninterrupted operation and movement of the system."

The appropriations made by the Legislature in the sessions of 1875, 1877, and 1879 should also be mentioned as a part of the work thus far accomplished during the administration of President Angell. The homœopathic question, after numerous and most trying vicissitudes, has been settled by appropriations for the establishment of a homœopathic college as a distinct branch of the University, while another grant has provided for a school of dentistry. By means of other generous provisions hospitals, where patients are treated by the medical professors free, in consideration of the benefit to students of medicine, afforded by opportunities of studying courses of treatment, have been established; a museum building has been erected, many permanent improve-

ments of the buildings and grounds have been effected, and the university authorities have been enabled to enlarge and multiply the courses of study. Whatever may be thought of the early policy of the Legislature towards the University, the liberality manifested in later years affords most gratifying evidence that the State is disposed to bestow upon the institution all needed support.

The history of the University of Michigan has been one of alternating difficulties and triumphs. It could hardly be expected that an institution of such magnitude, belonging to a democratic people and controlled by state authorities should escape controversies. In its earlier years, when the success of the University, if not, indeed, its existence, was problematical, there appears to have been a general harmony in efforts to foster and develop it. As it grew older and stronger, however, opinions as to its management began at times to clash. But the very strength which gave occasion for such controversy carried it safely through. Even a conflict between the Regents and the Legislature cannot shake its foundations. While the institution is governed by the Regents, back of them stands the Legislature, and back of the Legislature, the *people*; and whether the question be one of admitting certain schools of medicine, or of the election or dismission of a president or a professor, or of admitting female students, the *people* will find a way to decide it, and they will also see to it that the threats and croakings of disaffected parties shall work no lasting injury to the institution that is at once their pride and hope.

Since its halls were first opened the University has graduated 6,166 students. It now employs fifty-two instructors, in addition to a number of assistants and officers. The estimated value of its grounds, buildings, and other property is \$681,442.00, while its library contains nearly 37,000 volumes and about 10,000 pamphlets.

The following table will show the total number of degrees conferred in the several departments from the organization of the University to the present:

Department of Literature, Science, and the Arts :

Bachelors of Arts.....	988
Bachelors of Science.....	238
Bachelors of Philosophy.....	138
Civil Engineers.....	160
Mining Engineers.....	21
Bachelors of Letters.....	3
Honorary Ph. D., on an alumnus.....	1
Honorary LL. D., on alumni.....	3
Doctor of Philosophy (on examination).....	5
Honorary degrees to persons not alumni.....	23
Resident graduates of other colleges who have received degrees.....	15
Masters' degrees (M. A., M. S., and M. Ph.).....	515
	— 2,110

Department of Medicine :

Doctors of Medicine.....	1,796
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Department of Law :

Bachelors of Laws.....	2,400
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School of Pharmacy :

Pharmaceutical Chemists.....	240
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Dental College :

Doctors of Dental Surgery.....	82
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Homœopathic Medical College :

Doctors of Homœopathic Medicine.....	76
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Total of degrees conferred.....	6,704
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The following table gives the number of students in attendance from the date of opening to the present time:

YEAR.	NUMBER OF STUDENTS ENROLLED.						Total.
	Department of Science, Lit- erature and the Arts.	Department of Medicine.	Department of Law.	Homoeop- athic Medical College.	College of Dentistry.	School of Pharmacy.	
1844.....	53						53
1845.....	55						55
1846.....	70						70
1847.....	72						72
1848.....	89						89
1849.....	77						77
1850.....	72						72
1851.....	64	51					159
1852.....	57	159					216
1853.....	60	162					222
1854.....	93	151					244
1855.....	155	133					288
1856.....	223	152					375
1857.....	285	167					452
1858.....	276	137					413
1859.....	287	143					430
1860.....	265	164	90				519
1861.....	273	242	159				674
1862.....	270	216	119				605
1863.....	266	252	134				652
1864.....	295	340	221				856
1865.....	279	416	260				955
1866.....	354	467	385				1,206
1867.....	335	525	395				1,255
1868.....	418	418	387				1,223
1869.....	422	358	342				1,122
1870.....	477	340	309				1,126
1871.....	488	315	307				1,110
1872.....	509	350	348				1,207
1873.....	476	357	331				1,164
1874.....	484	314	314				1,112
1875.....	476	370	345				1,191
1876.....	452	312	321	24	20		1,129
1877.....	369	285	309	51	33	64	1,111
1878.....	367	297	384	73	43	69	1,233
1879.....	445	329	406	63	62	71	1,376
1880.....	448	353	395	70	83	81	1,430

II. THE STATE AGRICULTURAL COLLEGE.

The first steps towards the establishment of an agricultural school in Michigan were taken in 1850, in a provision of the Constitution which required the Legislature, as soon as practicable, to establish such an institution. The question of practicability was one upon which opinions probably differed, as nothing was done in pursuance of the constitutional provision mentioned until 1853, when a bill to establish an agricultural college passed the Senate by a vote of seventeen to fourteen, but was lost in the House by a vote of thirty-six to twenty-four. Here the matter rested until 1855, when the Legislature decided to establish the school, by a vote of twenty-four to five in the Senate, and of fifty-two to thirteen in the House. By the provisions of this act the school was to be located within ten miles of the State Capitol, and twenty-two sections of salt-spring lands were appropriated for purchasing a farm and putting the school in operation. The school was also placed under the management of the State Board of Education.

The law was approved February 12th, by Governor Bingham, who from the first had been a warm and efficient friend of the enterprise, and in June the executive committee of the State Agricultural Society, the agents designated by law for that purpose, selected and recommended the purchase of a farm of six hundred and twenty-three and fifty-six one-hundredths acres, situated upon both sides of Cedar river, three and one-half miles due east from the Capitol; and in pursuance of the law, the State Board of Education approved of the selection, and concluded the purchase of the same for \$9,353.55, being at the rate of fifteen dollars per acre. This was considered by all acquainted with the circumstances to be a reasonable price. It was thought very desirable to procure, in addition to the above, an adjoining tract of fifty-three and one-one-hundredth acres, upon which some improvements had been made; but which the Board could not buy—fifteen dollars per acre being as high as they were allowed to pay by the act authorizing the purchase. This was, however, afterwards procured, and \$1,059.92 paid therefor, agreeable to a joint resolution of the Legislature, making the whole amount 676.57 acres, and a total expense of \$10,413.47.

In 1856, a large boarding-house, and the west wing of the college buildings, one hundred by fifty feet, and four stories high, including a high basement, were erected, and were nearly ready for use when the Legislature convened in January, 1857.

The aggregate minimum price of the twenty-two sections of salt spring lands was \$56,320; and the Legislature of 1857 further appropriated \$40,000 from the Treasury, to meet the wants of the institution, in completing the necessary improvements, furnishing apparatus, etc., and sustaining the current expenses of the school in operation for the years 1857 and 1858.

The farm was new, and a heavy expense was required to bring a portion of it under immediate cultivation. Barns, etc., were to be built, with dwellings for the officers (for until this was done they must reside at Lansing); and about the time the school was to be opened, provisions, and almost everything required in commencing farm operations rose to unprecedented high prices. The contractors who erected the college buildings had performed some of their work insufficiently, and \$1,546.13 had been deducted from their pay, in a set-

tlement with the Board of Education; but the cost of repairing their deficiencies was found to be much more than was anticipated, involving additional expense.

The State Board of Education elected Hon. Joseph R. Williams, President, and Messrs. J. C. Holmes, Calvin Tracy, Robert D. Weeks, and Rev. L. R. Fiske, professors of the institution, which was opened by appropriate exercises and with sixty-one students, on the 13th of May, 1857. Thus was organized and opened the pioneer agricultural college in the United States, and though without any precedent adaptable to this country, it has served to a great extent as the model which most of the other states have followed.

The State Board of Education had the supervision of the College until 1861. Up to that time the institution struggled for existence against the violent opposition and prejudice that existed in the minds of many people, and more especially on the part of the farming population. At each succeeding session of the Legislature persistent efforts were made to prevent appropriations, though such opposition was usually overcome. In 1861, in accordance with the wish of the State Board of Education, the supervision was transferred to the State Board of Agriculture, and the College has since been constantly growing in the regard of all classes.

The Agricultural College was organized without any endowment fund, as the State had no unappropriated lands from the sale of which to create such a fund. There was lying within the borders of the State a large area of government lands, and with a view to the establishment of an agricultural school the Legislature had already, in 1850, asked Congress for a grant of 350,000 acres for the endowment of such a school; but the request was without effect. In 1857, the State Board of Education and the faculty of the College united in a petition to Congress for a grant of land for the purpose of endowment, which was endorsed by the Legislature in 1858. During this year a bill was passed by Congress granting 25,000 acres of land for each member of Congress to the several States for the support of agricultural schools, but it was vetoed by President Buchanan. In 1862, a bill was introduced in the United States Senate, passed by both houses, and approved by President Lincoln, granting 30,000 acres for each member of Congress; to the several states, for the endowment of agricultural schools. This gave to Michigan 240,000 acres. In 1863 the Legislature placed the disposal of these lands under the control of a board, consisting of the Governor and other state officers, who were to select the lands and sell them on the same terms as the primary school lands are sold, and at not less than \$2.50 per acre. The patents to these lands were not obtained till 1868, when the Land Grant Board raised the price to \$5.00 per acre. Only 520 acres were sold the first year. In 1869, the Legislature fixed the minimum price at \$3.00, and lands valuable for timber, \$5.00, and 14,480 acres were disposed of the same year. The act of 1863 provided that the moneys received for the lands should be invested in stocks paying not less than five per cent.; but in 1871 it was enacted that the moneys received should go into the State Treasury on the same terms as other educational "trust funds," upon which the College should receive seven per cent. annually.

Of the 240,000 acres to which the State was entitled, 235,673 acres have been patented to the State, and of these there were remaining unsold, September 30, 1880, 151,345.45 acres. The state of the fund at the same date, as shown by the official record, was as follows:

In the hands of the State.....	\$153,137 70
Due from purchasers.....	128,311 82
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Total agricultural college fund.....	\$281,449 52
Income.....	17,954 82
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The following table has been prepared to show the amount of moneys received each year by the Agricultural College, from income on permanent funds, legislative appropriations, and other sources.

YEAR.	Income from Permanent Funds.	Legislative Appropriations.	Receipts from Other Sources.	Total Resources.
1855.....		\$10,358 95		\$10,358 95
1856.....		34,181 50		34,181 50
1857.....		48,619 01	\$2,127 28	50,746 29
1858.....		3,158 85	2,935 00	6,093 85
1859.....		17,676 45	2,982 67	20,659 12
1860.....		13,219 43	449 97	13,669 40
1861.....		9,597 50	1,768 92	11,366 42
1862.....		13,506 62	1,852 10	15,358 72
1863.....		8,000 00	1,518 32	9,518 32
1864.....		10,000 00	1,582 51	11,582 51
1865.....		15,000 00	6,626 94	21,626 94
1866.....		15,000 00	7,216 04	22,216 04
1867.....		20,000 00	14,569 35	34,569 35
1868.....		20,000 00	8,810 85	28,810 85
1869.....		45,000 00	25,752 17	70,752 17
1870.....	\$2,779 89	25,000 00	11,680 90	39,460 79
1871.....	2,976 00	28,750 00	15,829 17	47,555 17
1872.....	6,774 47	18,250 00	8,495 96	33,520 43
1873.....	12,238 48	25,096 00	11,402 69	48,737 17
1874.....	11,896 00	38,562 87	17,693 31	68,152 18
1875.....	14,656 00	18,600 11	17,716 03	50,972 14
1876.....	18,817 89	13,857 52	21,439 74	54,115 15
1877.....	15,172 86	23,978 18	20,783 54	59,934 58
1878.....	13,320 61	25,828 42	22,242 55	61,391 58
1879.....	16,602 02	7,070 79	21,200 20	44,873 01
1880.....	17,799 15	22,455 15	22,708 56	62,962 86
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Totals.....	\$133,033 37	\$530,767 35	\$269,384 77	\$933,185 49

As has already been noted Joseph R. Williams was the first President of the College. No service more pure and devoted could have been rendered than was given to the interests of the institution by its first President; but Mr. Williams had been in political life, and the College was made, at once, the object of bitter party feeling. After two years of service Mr. Williams resigned, and the College remained without a President until 1863, when Rev. Theophilus C. Abbot was chosen to the office, in which he has labored wisely and efficiently ever since.

The following table has been compiled to show the number of students in attendance, as well as the number of graduates, each year from the opening of the College till the present:

YEAR.	No. of Students.	No. of Graduates.	YEAR.	No. of Students.	No. of Graduates.
1857.....	61	.....	1869.....	79	10
1858.....	101	.....	1870.....	129	12
1859.....	105	.....	1871.....	141	12
1860.....	51	.....	1872.....	131	5
1861.....	65	7	1873.....	143	15
1862.....	74	5	1874.....	121	21
1863.....	60	.....	1875.....	156	15
1864.....	62	5	1876.....	164	17
1865.....	88	.....	1877.....	154	15
1866.....	108	2	1878.....	239	30
1867.....	137	5	1879.....	232	25
1868.....	82	10	1880.....	221	33
Total number of graduates.....					244

Among the several objects which the Agricultural College proposes to accomplish, the following, as given in the last annual calendar, are worthy of notice :

1st. To impart a knowledge of science and its application to the arts of life. Those sciences especially which relate to agriculture and kindred arts, such as chemistry, botany, zoölogy, and animal physiology, are prosecuted to a much greater extent than in institutions where the study of their practical applications is not pursued. The instruction given in the lecture room is illustrated and enforced by the actual and prolonged study of plants and animals, and the various practices and experiments of the farm and garden. Students are taught to distinguish clearly between those principles and settled rules of agriculture in accordance with which they may safely proceed, and those theories or practices which are either exploded, or are as yet the proper objects of experiment and discussion only.

2d. To afford to its students the benefits of daily manual labor. Most of the labor is paid for, and lessens the expenses of the student. It is in part educational,—varied for the illustration of the principles of science. The preservation of health, and the cultivation of a taste for agricultural pursuits, are two other important objects. Four years of study, without labor, wholly removed from sympathy with the laboring world, during the period of life when habits and tastes are rapidly formed, will almost inevitably produce disinclination, if not inability, to perform the work and duties of the farm. To accomplish the objects of the institution, it is evident that the student must not, in acquiring a scientific education, lose either the ability or the disposition to labor on the farm. If the farmers, then, are to be educated, they must be educated on the farm itself; and it is due to this large class of our population that facilities for improvement second to none other in the State be afforded them. It is believed that the three hours' work that every student is required to perform on the farm or in the garden, besides serving to render him familiar with the use of implements and the principles of agriculture, is sufficient also to preserve habits of manual labor, and to foster a taste for agricultural pursuits. It has been found in the past sufficient to keep the students interested in every department of farm and horticultural work; and the daily labor of each one, being performed at one time, does not occupy him longer than is requisite for preserving health and a robust constitution.

3d. To prosecute experiments for the promotion of agriculture and horticulture. These arts are the creatures of experiment. Very few farmers possess facilities for carrying on experiments accurately and to definite results. From a lack of acquaintance with the laws of nature, experiments generally, unless guided by scientific men, are comparatively valueless for the determination of vexed questions of practice and the establishment of general principles. An extensive laboratory and other means at hand enable the institution to enter on a series of experiments to be prosecuted systematically and continuously from year to year.

4th. To afford instruction (when adequate means are secured) in such other courses of study as the organic law of the College, and the act of Congress donating lands for agricultural colleges, contemplate, especially, in the applications of science to military pursuits and the various arts of life. The College at present teaches surveying, leveling, laying out of grounds, mechanics as applied to implements, building, stock breeding, agricultural chemistry, horticulture, and such practical applications of science as are specially useful to the farmer.

5th. To afford the means of a general education to the farming class. The labor system preserves the student's health, and the habits and love of wholesome work. The professional part of the course gives him an insight into the nature of the objects and forces with which he has to deal. Added to this are the branches of study which help to make an intelligent and useful citizen; which cultivate his taste, and enable him to give expression to his knowledge and opinions.

The buildings, at present, consist of the following:

1st. College hall, 50 by 100 feet, of three stories and basement. It is occupied by the garden shop, office, and tools in the basement; the chapel and library on the first floor; class-rooms and offices of the president and secretary on the second floor; and museums, zoölogical laboratory, and class-rooms for zoölogy and botany on the third floor. The library, museum, zoölogical rooms, president's and secretary's offices, are shortly to be removed to a new building, now in course of erection.

2d. Williams hall, in largest dimensions, 116 by 116 feet, of three stories and basement, with a Mansard roof and a tower. It contains the dining-hall, kitchen, laundry, etc., in the basement; the steward's rooms and public parlor on the first floor; rooms for about 80 students on the second and third floors, and society rooms in the Mansard.

3d. Wells hall, 50 by 150 feet, has two society rooms, with a drill-room and armory in the basement; the three stories above accommodate 128 students.

4th. Chemical laboratory, 50 by 150 feet, of one story and basement. The basement contains the furnace-room, store-room, dressing-room, and rooms for higher chemistry, and on the first floor are the lecture room, analytical room, private laboratory and study of the professor, and the apparatus room. An addition to the chemical laboratory is now building.

5th. Botanical laboratory, 71 by 52 feet, of two stories. On the first floor are the lecture room and study, and on the second the drying room and museum.

6th. Greenhouse, with aggregate room for plants, 25 by 183 feet, with gardener's rooms, rose room, and potting room attached, 26 by 42 feet.

7th. Dwelling houses for the president, professors, secretary, and herdsman, and the farm-house.

8th. In addition there are cattle, horse and sheep barns, a piggery, garden barn, carpenter shop, tool sheds, and an apiary.

The means of illustration possessed by the College are quite ample and complete, embracing among them the general museum, which contains preserved specimens of mammals and birds of the State, reptiles and batrachians, large collection of shells, native and exotic; collection of invertebrates from the Smithsonian Institution; three collections of insects,—a faunal, a scientific and an economic; radiates, manikin, skeletons of man and of the lower animals; alcoholic and microscopic preparations of animal organs and tissues; fossil from all the groups of rocks; rock specimens illustrating the divisions in lithologic geology; and a small but growing collection in ethnography. A museum of mechanical inventions, containing one thousand models from the United States patent office, and other models and charts, illustrating most of the industrial arts, especially agriculture, manufactures, architecture and engineering, may also be mentioned in this connection, besides the library and reading room, which contains over 6,000 volumes and 100 periodicals; an astronomical observatory, and necessary apparatus for illustration in mechanics, astronomy, and engineering.

The estimated value of grounds, buildings, apparatus, and other property belonging to the College aggregates over \$274,000, according to the report of President Abbot to the Superintendent of Public Instruction for the year 1880.

Under the auspices of the State Board of Agriculture, the faculty of the institution inaugurated, in January, 1876, a system of farmers' institutes, which are held during the winter season at various places in the State. At each of these leading agriculturists are invited to present papers, and take part in the discussions and proceedings, full reports of which are published in the annual reports of the State Board of Agriculture. These institutes have added greatly to the usefulness and growing popularity of the College, besides doing much toward disseminating improved ideas of practical agriculture and enforcing the value of its scientific study.

III. DENOMINATIONAL COLLEGES.

Among the important questions which agitated the minds of those connected with the management of public affairs in the earlier days of the State's history was one relating to the policy of granting charters to private colleges. Many thought that at that time, when the State was bending all its energies to build up the University, such institutions should be repressed, rather than encouraged, lest by their rivalry they should retard the progress of the University. This question, in the view of Superintendent Pierce, involved the highest considerations of sound public policy as affecting the State in all time to come. In his report for 1838 he says:

When this decision is finally made it will not require the inspiration of a prophet to determine whether the State shall eventually assume the first rank in the republic of letters, by founding and rearing up an institution of noble stature and just proportions, worthy alike of the State and of learning, and equally worthy the name of university, or whether the State shall ultimately sink to a low level in the world of knowledge, having institutions under the imposing name of colleges, scattered through the length and breadth of the land, without funds, without cabinets, without apparatus, without libraries, without talents, without character and without the ability of ever maintaining them. If one is granted, others must be, and there is no

limit. If one village obtains a charter for a college, all others must have the same favor. In proportion as they increase in number, just in that proportion will be their decrease of power to be useful.

Happily, although the Superintendent's views did not prevail, the evils he foreboded have not followed. The University has grown to a grandeur that even he did not anticipate so early, and the colleges have not been unduly multiplied.

The question which the Superintendent had thus presented, was finally precipitated upon the Legislature by a petition presented by Hon. Jacob M. Howard to the House of Representatives, January 19, 1838, "to incorporate the Trustees of Michigan College." The petition was referred to a committee of which Mr. Howard was chairman, who made a majority report adverse to the views of Mr. Pierce and favorable to the college for whose incorporation he introduced a bill. The following extracts from Mr. Howard's report embrace substantially the views of the committee:

The committee cannot appreciate the force of the objection that by granting the franchises asked for, we encourage others to make like requests. We are of opinion that in this, as well as in other matters coming before the Legislature, it is to be governed by a sound discretion, neither granting nor withholding, without sufficient reason, and keeping constantly in view the general good of community.

They deem it the duty of the Legislature not only to prevent all impediments, but to afford facilities to the progress of general education; to speak in words of encouragement rather than of restraint to those who volunteer to aid it, and not from an overweening fondness for one particular institution, or one particular system, place all others under the ban of power.

To the fear that "the establishment of this or other institutions of the kind would distract public attention and divert patronage from the University," the committee replied:

An institution, under the immediate supervision and control of the government, with an endowment of one million dollars, and all the attendant patronage, cannot be prostrated or impeded in its progress by any voluntary association, founded upon individual munificence. The true secret of the success of every such institution is found in the enterprise, learning, and capacity of those at its head; and where these are wanting, the interests of education, like those of commerce and other branches of business, will assuredly decline.

It is also urged that by confining the power of granting diplomas to the State University, and withholding its exercise from all other institutions, the State ensures to that University at all times a number of students corresponding to its high literary claims and the wealth of its endowment. We are at a loss to discover the propriety of this restrictive and exclusive principle. * * * It is certainly at war with the well known freedom of American institutions and American character. * * * We claim that the ancient and time honored system of New England, now extending over almost the whole country, is more in accordance with the genius of the American people than any known system of foreign nations. We are not to suppose that the settled feelings, habits, and opinions of a people can be safely disregarded by their rulers, nor that they can be made to bend and quadrate to any and every innovation which those in authority may dignify with the name of improvements. Still less can freemen be compelled to countenance a monopoly of those benefits which they have been taught to regard as the gift of God. * * * In our own community there exists every variety of religious and political opinion, and so strong are men's attachments to their own particular creeds that any legislative attempt to change or modify them by the course of instruction or otherwise; any system which seeks to make all coalesce into one set of opinions, or to inculcate indifference to all, or which erects a barrier to even the caprices of men, must necessarily prove odious and unavailing. Whatever may be the theories of philosophers and speculators, among the mass of mankind religion is not supposed to exist without creed, and to use the language of another, "he is a rash man, indeed, and little conversant with human nature, and especially has he a very erroneous estimate of the character of the people of this country, who supposes that a feeling of this kind is either to be trifled with or despised; it will assuredly cause itself to be respected."

One obvious effect of the system recommended will be to drive from the State every young man wishing to obtain a degree, but unwilling from whatever cause to prosecute his studies in the University. The majority of the committee deem it unjust to individuals and the State to confer on the State University a monopoly of college honors. It is the right of every parent and guardian, and one which we may be assured will be insisted on, to educate his child or ward in his own way; and it is furthermore the right of the student himself that the road to literary honors should be opened to him by his own state, in a manner accordant with his own feelings and principles; and it is the correspondent duty of the state to cherish and encourage all her sons in the way to distinction and usefulness, in order that she may reap her just share of the glory of their achievements. It is made the duty of the Legislature "to encourage by all suitable means the promotion of intellectual and scientific improvements." It is conceived that the policy proposed is in conflict with the spirit of this provision, inasmuch as it in a manner disfranchises a large portion of the community. We predict that if it be adopted as the governing rule of the Legislature, it will drive from us a large number of young men seeking a liberal education, and the usual honors by which it is and ever ought to be distinguished will engender hatred rather than create respect for the state institution, and ultimately leave it deserted by all but its immediate government patrons—a place where the idle and curious may find gratification, but devoid of that active, vital energy which is ever kept awake by peaceful and salutary competition.

The minority of the committee made a report strongly sustaining the doctrines of the Superintendent; but the opinions of the majority prevailed, and in 1839 the Legislature decided the question by granting the charter.

In 1845 the question of granting to incorporated literary institutions the power of conferring degrees was presented to the consideration of the Legislature, and the committee to whom the matter was referred made the following report in relation thereto:

The committee on education have had under consideration a petition of the trustees of the Kalamazoo Literary Institute, praying that their charter may be so amended as to give them the power of conferring the honors and degrees usually conferred by collegiate institutions on such students as may have completed the ordinary course of studies in that institution, and have instructed me to report, that, in the opinion of your committee, the usefulness and reputation of a seminary of learning depend on the excellence of the system of instruction adopted and pursued therein, and not on any power possessed by the managers thereof of conferring empty degrees and diplomas. If a young man has undergone a mental discipline which has aroused his intellect, fortified his virtue, stored his memory with useful knowledge, and induced habits of application and thought, he will enter the world with a certainty of attaining, in due time, to a respectable position among his fellow men, and this without the aid of a parchment certificate, and an idle "A. B." or "A. M." attached to his name. The institution where such a discipline prevails will not depend for patronage and success on its power of conferring literary degrees and honors, but on the recognized excellence of its system. When the trustees of an institution of learning ask for, and urge the necessity of receiving, the power of conferring degrees, "to enable them to adapt the institution to the present time and circumstances, to carry out its original design, and to promote the interests of education generally," a suspicion is engendered that the trustees are laboring under a slight misapprehension of the true objects and aims of, and the internal economy adapted to, such an institution. Your committee are of opinion that this power should be exercised by those institutions alone, which, by the possession and control of ample means, the employment of distinguished and well known professors, and the enjoyment of a wide spread and deserved reputation, will afford a guarantee against the abuse of the power. Experience teaches us that colleges in some of the states have been so reckless and indiscreet in conferring honors on unworthy subjects, that it is not uncommon to encounter an A. B. or an A. M. incapable of construing and translating his own diploma. Though your committee apprehend no such foolish consequences from granting the prayer of this petition, yet they think that great caution should be used, lest the standard of education be lowered. Former legislatures have been laudably careful in bestowing this power on chartered schools, and the only two instances in which it has been extended are so guarded and restricted that the clause is little better than a dead letter in the acts of incorporation. But your committee doubt the policy of conferring these degrees at all. They are inconsistent with

the spirit of our institutions, and a vestige of the aristocratical distinctions of monarchical Europe. The hope of attaining them is a motive addressed not to the reason nor to the generous emulation of youth, but merely to their vanity. Intellect, morality and knowledge confer a patent upon their possessor universally recognized and respected—a patent which schools can neither give nor take away. And it is a remarkable fact in our Nation's annals, that while a majority of those great and good men, whose names are identified with the national glory, were ardent and uniring devotees at the shrine of knowledge, still they never attained the distinction of an academical degree.

Notwithstanding the fears that had been expressed, the success of the University became more and more assured, and this fact tended to lessen the opposition to the establishment of denominational or private colleges. In consequence of this, we find that previous to the adoption of the Constitution of 1850, several charters had been granted to such institutions. In 1855, however, the question of incorporating colleges again arose before the Legislature. The new Constitution of the State having forbidden the granting of special charters for any private corporation whatever, and a project being on foot to establish a college at Hillsdale, a general law for the incorporation of colleges was sought. On the 12th day of January, Hon. Austin Blair presented, in the Senate, a "bill for the incorporation of colleges, and other institutions of learning." An earnest discussion of this bill ensued, and an effort was made to restrict the power to confer degrees to the State University, which would, in effect, have banished all other colleges from the State. No record was preserved of the debates, but the question was again decided in favor of colleges, a general law for their incorporation passing the Senate by a unanimous vote, and the House of Representatives by a vote of fifty-four for it to fourteen against it.

Shortly after the general law for the incorporation of colleges was enacted, an effort was made to secure an appropriation of \$2,000 per annum for such colleges as should establish a normal department, and do a certain amount of work in the training of teachers to the satisfaction of the State Board of Education. But the effort failed, and since that time the colleges have not made any attempt to obtain aid from the State. And their success in raising funds by voluntary contribution is as great a compliment to the zeal of the managers, as is the intellectual and moral influence they have exerted upon society to the force of their ability and the purity of their motives.

The following sketches of the several institutions of this class now existing in the State will undoubtedly prove of interest in this connection. In a general way it may be stated that in each of these institutions a preparatory department is maintained, while in all both ladies and gentlemen are admitted to equal privileges, equal duties, and equal honors.

ADRIAN COLLEGE.

This institution was established at Adrian, in 1859, under the auspices of the Wesleyan Methodist Church, with the understanding that the citizens of Adrian, who had raised subscriptions to the amount of \$30,000, should have an equal voice in the administration of its affairs. Twenty acres of ground lying in the western part of the city, which it overlooks, were donated by Hon. L. G. Berry and Dr. D. K. Underwood. On the 22d of March, 1859, the twelve trustees, previously chosen, formally adopted and signed certain articles of association, and in other respects complied with the requirements of the act of the Legislature providing for the incorporation of institutions of learning. By these acts the institution became a body corporate, and was invested with

all the rights and privileges conferred by the act of the Legislature on such corporations.

The erection of four college buildings was immediately undertaken. To facilitate this work, a large number of scholarships was sold and the proceeds invested in the construction of the several edifices. The institution, although well patronized by students, was, however, much straitened for want of funds during its earlier years, and as a consequence a considerable debt was incurred. While struggling with this embarrassment the institution was, in 1867, after a prolonged and careful consideration of all interests involved, transferred in due form to a new board of trustees, nominated by and representing a corporation known as the "Collegiate Association of the Methodist Protestant Church." This body, in taking possession of the College and all its appurtenances assumed all the financial liabilities of the institution in consideration of the same, which at that time amounted to more than \$30,000, and entered into obligations to endow it in a sum not less than \$100,000. Immediately after the completion of the transfer the association proceeded to pay off all pressing liabilities, since which time the College has gone on doing its work faithfully and well.

At the regular annual meeting of the trustees, held June 28, 1870, the requisite notice having been given at the previous annual meeting, the articles of association under which the College had been originally incorporated were amended so as to admit of an increase in the number of the corporation from twelve to thirty. The object of this change was the admission, as trustees of the College, of all those who constituted the corporation of the "Collegiate Association." At the same time the election of trustees was vested in the General Conference of the Methodist Protestant Church, which was empowered to elect, at each of its quadrennial sessions, one-half of the entire board. By these amendments the institution was placed under the supreme control of the denomination whose funds are so largely invested in it; and which is, therefore, made responsible for its success, at least so far as the furnishing of students and financial means is essential to that result. At the annual meeting of the trustees, held June 21, 1876, a further change in the articles of association was effected, whereby the alumni association of the College was empowered to elect from its members six additional trustees. By this means the alumni of the institution are brought into heartier sympathy with the College, and they cannot, as a consequence, fail to feel a greater interest in the success of their Alma Mater.

Four large buildings have been erected, leaving space for one more, a central building, to complete the design. The south hall was burned in 1869, but soon afterward rebuilt. The north, or gentlemen's hall, during November of the present year, has also become food for the flames; but it is quite probable that it will be replaced during the coming year.

The estimated value of grounds, buildings, apparatus, and other property of the institution was reported in 1880 at \$133,000, and the amount of its endowment fund at \$83,878.70. The institution is well equipped with a very fine museum, a library of over 3,000 volumes, and other means for making its work of instruction very successful.

Rev. A. Mahan, D. D., was the first President of Adrian College. He remained in this position for several years, resigning in 1864. In 1867 he was recalled to the presidency, which he accepted, and in which capacity he served until the transfer of the College in 1869. Rev. G. B. McElroy, D. D., was chosen President in 1872 and has continuously filled that position until the close of the last academic year, at which time he tendered his resignation.

The institution numbers nine professors in its faculty, several of whom have been identified with the College since its organization. It has graduated 203 students, the last class numbering 13. The total enrollment of students during the year 1880 was 203, many of whom were ladies.

ALBION COLLEGE.

In the year 1833, Dr. B. H. Packard, then of Ann Arbor, Rev. H. Colclazer and Rev. E. H. Pilcher, having consulted together, resolved to seek to establish a seminary of learning under the patronage of the Methodist Episcopal Church.

In conformity with this design, an invitation was given to persons in different localities, to make propositions of what they would do for the purpose of securing its establishment among them. In the summer of 1834, several such propositions were made and submitted to the Ohio Conference, which, at that time, had jurisdiction here. At this session of that body, a committee was appointed, with full powers to accept of the best proposition and to secure from the Legislative Council a charter. That committee fulfilled its duties—accepted the proposition from Spring Arbor, in Jackson county, and in March, 1835, the charter of the “Spring Arbor Seminary” was passed and approved. Soon after this the board of trustees was organized, and various efforts were made to secure the erection of buildings and the establishment of the school, but without success. The friends of the enterprise and the original projectors became much discouraged, and feared that the scheme would have to be abandoned for the present, on account of the difficulties thrown in the way by some who were the professed friends of the object. But in the summer and fall of 1838, the proprietors of the village of Albion, and other residents, made an offer of liberal assistance to the trustees, provided the location could be changed to that place. This offer was accepted, and their consent for the necessary change in the charter was sent to the Legislature. The charter was amended as desired, and the board of trustees was reorganized in the village of Albion, on the 29th of April, 1839. Nothing of any importance was done towards the erection of buildings, until the spring of 1840, when an agent was appointed to solicit donations and subscriptions, and to take preparatory steps for building. At this time a system of scholarships was adopted, which succeeded well for a time, but ultimately became a source of embarrassment. That system was, to give a certificate of free tuition for four years for every hundred dollars subscribed, but not available to the holder until the whole amount was paid. The reason of the embarrassment, growing out of this system, was, that the available subscription was mostly used up in the erection of buildings, and nothing was left to support the faculty.

The corner stone of the center building in the plan, was laid in August, 1841, and it was ready to be occupied in November, 1842, when the school was opened with a large number of pupils. The first public examination and exhibition took place in March, 1843.

On the 6th day of June, 1849, a new plan of scholarships was adopted and put into operation, with a view to raise a permanent endowment fund, which has succeeded very well. By an amendment of the charter, at the session of the Legislature in 1850, the “Female Collegiate Institute” was engrafted on the Seminary. The first class in this department graduated in August, 1851. In 1857 the name of the institution was changed, by legislative enactment, to “Wesleyan Seminary and Female College at Albion,” and by similar enactment in 1861, it was simplified to “Albion College.” The full college courses

of study were not established until 1864. The College has power to confer such degrees as are usually conferred by colleges, and requires such thorough and systematic courses of study as will secure a mental development, culture and discipline that should always be made a condition precedent to a degree.

The college buildings are pleasantly located in the village of Albion, on a lot of eighteen acres, on a portion of which a native grove of oaks still remains. The buildings are of brick, and being on an elevated position, command a fine view of the village and surrounding country. These buildings are three in number, the central one being 40x100 feet and four stories high; the other two being each 46x80 feet and three stories high. In these are accommodations for all the departments of educational work.

The estimated value of property belonging to the College is \$50,000, while the amount of productive funds aggregates \$170,000. The library, containing 2,500 volumes, supplies the students with the best works in every department of legitimate thought.

Rev. L. R. Fiske, D. D., LL. D., who in the earlier years of the Agricultural College was a professor in that institution, is the President of Albion College, and under his able and efficient management the institution is enjoying much prosperity. The faculty of the institution comprises eleven professors. The whole number of students in attendance during the present year has been 244.

Prior to 1851 no degrees were conferred by Wesleyan Seminary or Albion Female College. From 1851 to 1863, inclusive, 116 ladies received the degree of Mistress of the Arts and Sciences from Albion Female College. From 1864 to 1880, inclusive, the whole number of graduates from the College aggregates 130.

BATTLE CREEK COLLEGE.

The establishment of a college in the city of Battle Creek was proposed by Elder James White, of the Seventh Day Adventists, in the spring of 1872, and at his call, a meeting of citizens interested in the project was held in April of the same year, at which a committee was chosen to act in reference to the organization of an educational society. By the action of this committee the sum of \$54,000 was pledged to the enterprise.

As sufficient means were thus secured to warrant the organization of a legal society, a meeting was held March 11, 1874, in the city of Battle Creek. Seven trustees were elected to hold real estate, to erect suitable buildings, and to establish and manage a college for instruction in the sciences, the languages, and the Holy Scriptures.

The conditions of the law of the State of Michigan "for the incorporation of institutions of learning" having been complied with, the trustees proceeded to select a location for the college buildings. The grounds chosen consisted of twelve acres located on a beautiful eminence in view of the Kalamazoo river, and were purchased at a cost of \$16,000. During the same year a college building was erected at a cost of about \$50,000.

This building is a beautiful three-story brick structure, with a large basement devoted to a philosophical and chemical laboratory, recitation rooms, and steam heating apparatus. The first and second stories are each divided into two spacious rooms of equal size, each capable of seating eighty students. The third story consists of a fine lecture hall, used also as a chapel, where students assemble every morning for worship. The observatory which crowns the edifice gives a most delightful view of the surrounding country for a number of miles. The wooded hillsides, winding rivers, fertile fields, and beautiful little

lakes, together with the shaded streets and pleasant cottages of the city, in the suburbs of which the college is located, combine to make a varied and inviting prospect. The grounds, or campus, by constant care and the exercise of art and good taste in improvements, has been made very beautiful and attractive. On the west and south sides are ample lawns interspersed with flower beds, while the east side presents a rare combination of natural and artificial beauty, in shade and ornamental trees, walks, shrubbery, flowers, etc. The campus at present consists of only seven acres, as two tiers of building lots have been cut off from the original plot, one from the west and one from the south side. Upon these, private dwellings have been erected for the accommodation of members of the faculty and such families as have the confidence of the Board and are willing to accommodate students.

The design of the College was primarily to meet the wants of young men and women anxious to labor in the various departments of missionary work. But, as in every growing denomination, the demands became urgent for an institution on a broader basis, where all the children of the friends of the enterprise might receive thorough mental and moral discipline, and thus secure the best preparation possible for the duties of active life. In accordance with these pressing needs, the College has grown, during the five years of its existence, in a manner unparalleled in the history of any denominational school.

The number of professors composing the faculty of this institution is fourteen, Elder James White, the founder of the College, being its President. The whole number of students in attendance during the college year of 1879-80 was 489, of which 192 were ladies and 297 gentlemen. The estimated value of the buildings and grounds and other property is placed at \$67,000, while the annual income is about \$15,000. The College is well equipped with a library, museum, and apparatus, which furnish ample means for instruction and illustration.

GRAND TRAVERSE COLLEGE.

In 1862, Rev. J. B. Walker, a prominent clergyman of the Congregational Church, in connection with several other gentlemen, purchased 2,500 acres of land in Benzonía, Benzie county, designing it as a pecuniary basis for a school that should, as fast as the increase of population in that part of the State would warrant, grow up to the full dimensions of a college. Such increase has not been equal to their anticipations; the land, though of a valuable character, has sold slowly; a heavy loss has been sustained by fire; and while with indomitable perseverance a school has been kept open since 1863, with sometimes as many as seventy pupils, its work has, as yet, been only preparatory. Prof. L. D. Maltby is now at its head. The estimated value of its property is \$40,000, while the amount of its productive funds is reported at \$10,000. This institution has done a good work in preparing teachers for the primary schools in its vicinity.

HILLSDALE COLLEGE.

Early in the year 1844 a movement was inaugurated by the Free Will Baptists in Michigan looking towards the founding of an institution of learning. This movement finally resulted in the establishment at Spring Arbor, Jackson county, of an academy, which subsequently, in 1845, under a charter from the Legislature, expanded into the Michigan Central College. The school was opened in December, 1844, with Rev. D. M. Graham as principal. A log building, that had formerly been used as a town-house, furnished the first home to the infant College. Soon, however, three buildings more suitable for the

purpose were erected; a good, though not large, library was collected; and a fine philosophical apparatus was obtained. After filling the office of principal of the Academy, and subsequently that of president of the College very acceptably for several years, Mr. Graham resigned, and was succeeded by Rev. E. B. Fairfield. Open to all, irrespective of nationality, color, or sex, the College grew so rapidly that enlargement became essential to the adequate discharge of its functions. An appeal to the residents of the vicinity for help to accomplish this design having received no favorable response, removal became the only alternative. This proposal aroused an intense opposition from the citizens, who learned too late the value of having the institution located in their midst. The struggle that ensued resulted in the loss of all the property, to the amount of nearly \$25,000. The College, however, found a hearty welcome in Hillsdale, whose residents, by their liberality, more than repaid the loss experienced by removal. Hon. E. Blackmar donated a beautiful plat of twenty-five acres, and the people of the county erected the buildings, the corner stone of which was laid July 4, 1853. The main building was completed during the fall of 1855, and thrown open to students November 7 of the same year, when the exercises of Hillsdale College proper, organized under a new charter, began with Rev. E. B. Fairfield as President, and Professors H. E. Whipple, Ransom Dunn, C. H. Churchill, and Misses Whipple and Mahoney as associates.

President Fairfield resigned in 1870, and was succeeded by Rev. James Calder, D. D., of Pennsylvania. Dr. Calder filled the office but two years, being called to the presidency of the Pennsylvania State College at Bellefonte. He was succeeded by Dr. Graham, who had been the first President of the institution under its former charter, when located at Spring Arbor. Dr. Graham remained two years, when he tendered his resignation, and Rev. D. W. C. Durgin, the present incumbent, was chosen to the office.

For nearly twenty years the College enjoyed the greatest prosperity, and everything augured well for the future, when, on the night of March 5, 1874, the large and imposing building first erected was nearly destroyed by fire. The friends of the College were stunned by the blow, but the needs of the hour soon awakened them to effort, and, as a result, in the place of the old building, five new ones, of a more modern style of architecture, have been erected. They are of brick, three stories high, with basements, and are arranged on three sides of a quadrangle. Their size is, respectively, in feet, 80 by 80, 48 by 72, 48 by 72, 80 by 60, and 52 by 72.

The institution has fifteen instructors included within its faculty at the present time, and during the last academic year enrolled 608 students. Its alumni number 440, nineteen of whom graduated at the commencement of 1880. It is well supplied with necessary means of illustration and instruction, and has a library of over 7,000 volumes. The estimated value of its grounds, buildings, apparatus, and other property, is reported at \$125,000, while its productive funds aggregate \$120,000.

HOPE COLLEGE.

This institution is located in the city of Holland, Ottawa county, and is under the auspices of the Reformed (Dutch) Church in America. Holland Academy, from which Hope College is an outgrowth, was founded in 1851, and was conducted for several years by Walter T. Taylor. He was followed by Rev. F. E. Beidler, who remained but a short time, being succeeded by Rev. John Van Vleck in 1855. In March, 1859, Mr. Van Vleck resigned, and Rev. Philip Phelps was appointed Principal of the Academy, continuing to serve in

that capacity, and as President of Hope College, after its incorporation in 1866, until 1878, when he resigned, and Rev. G. H. Mandeville, D. D., the present President of the College, was chosen to the office.

The first incorporators of Hope College numbered seventeen, principal among whom was Rev. Albertus Van Raalte, D. D., the founder of the Holland colony in Michigan. According to the articles of incorporation the council or board of trustees must be composed of members of the Reformed Church in America, and elected or appointed by the General Synod of that church. When the General Synod first appointed the council an endowment of the institution was initiated with a grant of \$30,000. Since that time this endowment has been increased to about \$70,000, a considerable part of which is, however, unproductive at present.

The buildings of the institution are seven in number, two being of brick, the principal one of which is three stories high with basement. These are located in a beautiful campus of sixteen acres. The estimated value of grounds, buildings, apparatus and other property, is given at \$45,000. The library consists of 4,700 volumes. A weekly newspaper entitled "De Hope" has been published in the Holland language for a number of years by the professors of the institution. It has a circulation of over 2,000 copies, and more than repays the expense of publication.

There are eight professors included within the faculty, while the number of students in attendance during the last college year was 121. The College has graduated 81 students, ten of whom received their diplomas at the commencement exercises of 1880. During the earlier years of the institution, women were not admitted as students, but in 1878 the barrier was removed, and quite a large number of young ladies have since that time been in attendance.

Hope College owes its origin to the traditional care of the Reformed Church in America for the securing of an educated ministry, and in this the example of the founders of "Harvard" has only been followed. The first and firmest friends of education have always been prompted quite largely by religious motives. Of the graduates of Hope College a considerable proportion are clergymen, while the remainder are distributed among various other professions.

Although Hope College is denominational, yet by the law of its incorporation, it can have no "religious test." The doors are open, and a welcome is given to all who submit to its regulations. As a Christian school, however, it inculcates gospel truths, and demands a consistent moral character and deportment. This College is an important educational center for western Michigan, and is an acknowledged factor for good in the improvement of its population, especially of the thousands of adopted citizens from the Netherlands. The instruction is altogether in English, and after the most approved methods, and aims to build up the best interests of the State.

KALAMAZOO COLLEGE.

In 1829 Thomas W. Merrill, a young Baptist minister from Maine, found his way to the then little village of Ann Arbor, where he opened the first classical school in the interior of Michigan. In 1830 he removed to Prairie Ronde, where he built a house designed for a school and for holding religious meetings. His heart was set upon establishing a literary institution, and in the fall of 1831 he visited the State of New York to secure aid, but with little encouragement. He then returned to Michigan, and having secured subscriptions to the amount of seventy dollars, after having spent two years at his own

expense, he purchased a site for a school in Bronson, now Kalamazoo. In 1832 he procured from the Territorial Legislature a charter for the "Michigan and Huron Institute." Trustees were appointed, but nothing appears to have been done till 1835, when the citizens of Kalamazoo raised a subscription amounting to \$2,500, and the school was then established. One hundred and fifteen acres of land south of the village was purchased, but a site for the buildings was finally established on ten acres of rising ground on the western border of the village. In 1837 the Legislature re-incorporated the school as the "Kalamazoo Literary Institute," under which name it was known until 1855, when the act of incorporation was amended so as to confer college powers, and it became "Kalamazoo College." The original incorporators were Caleb Eldred, William Meek, William Duncan, H. H. Comstock, Nathaniel Millard, John Clark, F. P. Browning, Anson Brown, John Booth, R. B. Kerecheval, Thomas W. Merrill, John S. Twiss, C. H. Swain, Robert Powell, Stephen Goodman, and C. A. Lamb.

No effort was made to endow the institution, nor was any debt suffered to accrue from its operation, during the first twenty years of its history. Its expense of instruction was not large, as its course of study was chiefly preparatory. Moreover, the inferior condition of the public schools, and their lack of all high school facilities, left the people quite ready to extend to a good select school a remunerative patronage. And much of the time other corporations assumed the current expenses of the Institute, as for a while the State University supported it as one of its branches; and afterwards the Baptist Convention adopted it as the literary helpmate for its theological education. Yet the property of the Institute always remained distinct, and its board of trustees allowed no intermission of their meetings and controlling care. In 1853 an effort was inaugurated to raise an endowment of \$30,000 by the sale of scholarships or otherwise. In about two years \$20,000 was secured, chiefly in scholarship notes. Since that time other efforts have been made occasionally, so that at the present time the amount of the productive funds of the institution is about \$64,000. The present property of the College in grounds, buildings, apparatus, etc., is estimated at \$100,000.

After the initiatory work of Mr. Merrill, heretofore mentioned, a Mr. Marsh was chosen as teacher. His successor was Walter Clark. The next teacher was Nathaniel A. Balch, and the next, David Alden. The fifth principal teacher was William Dutton, appointed in 1840, the year of his graduation from Brown University, and continuing three years, soon after which he was arrested in his work by death.

To Professor J. A. B. Stone fell the lot of following Mr. Dutton. And the short course of the one is in contrast with the long course of the other. Dr. and Mrs. Stone commenced their labors as instructors in 1843. With the entrance of the institution upon its full college career, in 1855, Dr. Stone was appointed President, while his no less distinguished wife was installed as Principal of the female department, for which an elegant building had been recently erected. In 1864 Dr. Stone resigned, and Hon. John M. Gregory, who had been for six years previously Superintendent of Public Instruction, was elected President. In 1867 Dr. Gregory resigned in order to accept the Regency of the Illinois Industrial University, and was succeeded by Rev. Kendall Brooks, D. D., of Philadelphia, who still holds the position.

The college grounds consist of twenty-six acres, traversed by the Michigan Central railroad and by Michigan avenue. It is, consequently, divided into three sections. The original building, erected in 1847, stands on the western

section. This building is of brick covered with mastic, and is four stories high. It contains the library, of 3,200 volumes, two society halls, study rooms, and dormitories for sixty young men. Another building, erected in 1858, and known as Kalamazoo Hall, contains a chapel, eight recitation rooms, four music rooms, an art room, a room for apparatus, and a hall for the young women's literary society.

The faculty of the institution is composed of seven instructors, including the President. One hundred and forty-seven students were in attendance last year, while the whole number of graduates, since the institution was incorporated as a College in 1855, is 129.

While the founders of this institution were connected with the Baptist denomination, and the Baptists of Michigan regard it as their College and its maintenance as their duty, yet the trustees are not all Baptists, nor is any restriction placed on students with reference to their religious opinions. The privileges of the institution have from the first been open to all without any distinction as to sex or race.

It is the stated purpose of the trustees and officers of Kalamazoo College to maintain a course and grade of instruction fully equal to that of the State University; not with any desire to undertake an ambitious and unfriendly rivalry with that institution, but rather with a generous purpose to emulate its example, in maintaining high standards of scholarship in the State. Admitting of no necessary rivalry between institutions all seeking the same noble and useful aims,—the promotion of human learning, and the spread of higher and of Christian education,—Kalamazoo College seeks only to fill wisely its own chosen place in the great educational column, and to do the work assigned it by its Christian founders.

OLIVET COLLEGE.

This institution is situated in the village of Olivet, Eaton county, and is under the general care of the Congregationalists and Presbyterians. The selection of its location partakes somewhat of the romantic, which may be briefly stated as follows: In 1843 Rev. J. J. Shipherd, one of the founders of Oberlin College eleven years previously, started on a prospecting tour in search of a place in Michigan suitable for the location of an institution similar to the one he had assisted in establishing in Ohio. His journey leading him for a considerable time through an almost pathless wilderness, he was frequently at much trouble to keep his bearings. Having stopped to rest one day he was dismayed to find, upon resuming his course, that he had hopelessly lost his way. Several excursions in search of his true route ending in his return each time to the same spot, he directed his attention to a closer examination of his surroundings. The forest was a grand growth of oak, maple, and ash, and it stood on a beautiful elevation of gravelly soil, bordered by a small stream, and he said "this shall be the Mount Olivet of my desire." A tract of land including this spot was afterwards purchased, and returning to his home in Ohio, he enlisted the sympathy and coöperation of several families of his friends, and with them set out for the place designated for the colony and future college early in February, 1844.

The ten months next following were spent by the colonists in removing the primeval forest, constructing cabins for themselves, transporting through the woods resources for their subsistence, and in combatting the hardships and diseases incident to new settlements. During this period, also, their leader was suddenly removed by death, leaving his brethern worn down with toil and

sickness, and nearly disheartened. However, in December of the same year, the embryo "College" was declared ready for students. At the opening of the first term nine students were in attendance. A small room in one of the private houses constituted chapel and recitation room. Rev. Reuben Hatch and Rev. Oramel Hosford were the instructors.

For four years the school struggled on, gradually increasing in numbers in attendance, though repeatedly threatened with ruin by the conflagration of the school edifices, but without a charter or recognized legal existence—the State Legislature rejecting all appeals for a college charter. In 1848 the trustees, consisting of James Douglass, Carlow Reed, Oramel Hosford, William Hosford, Enoch N. Bartlett, John G. Barnes, Charles M. Bordwell and Wilson C. Edsell, obtained from the Legislature a charter conferring all the privileges of a college foundation, except that of conferring degrees in the arts, under the title of "Olivet Collegiate Institute." The school continued in operation under this charter till 1859, a period of eleven years, when it expanded its title and pretensions to the stature of a college, chartered under the general law of the State regulating such institutions. The new College had a faculty of five instructors: Rev. M. W. Fairfield, President; Rev. O. Hosford, Professor of mathematics and astronomy; Rev. N. J. Morrison, Professor of the ancient languages; Dr. A. A. Thompson, Instructor in chemistry and vocal music; Miss Mary J. Andrews, Principal of the ladies' department and instructor in French. At this time about 75 students were in attendance. A freshman class, one in the ladies' course, and another in the senior preparatory course, were formed, together with the usual classes in the common branches.

Shortly after its incorporation as a College, efforts were entered upon to raise an endowment fund. Various amounts were then and have since from time to time been obtained, so that at the present time, the total amount of productive funds under the control of Olivet College is something over \$116,000; while the estimated value of the grounds, buildings, apparatus, etc., is \$113,000. The buildings at the present time consist of two brick structures, each four stories high, besides two frame buildings.

In 1860 President Fairfield, on account of failing health, was forced to resign, and the duties of that office were distributed among the remaining members of the faculty until 1864, when Rev. N. J. Morrison, who had for several years been a member of the faculty, was chosen to the office. Dr. Morrison continued to serve in this position until 1872, when he resigned. The vacancy thus occurring remained unfilled for over two years, when Rev. H. Q. Butterfield, D. D., an alumnus of Harvard, was elected to the office. Dr. Butterfield was inaugurated in 1876, and still continues the President. The whole number of professors and instructors composing the faculty is twelve. The number of students in attendance last year was 201; while the whole number of graduates from the College is 133.

The institution is supplied with a college library containing over 7,000 volumes, besides a large number of unbound pamphlets. In connection with the library is a reading room well supplied with the leading journals of news, politics, religion, science, literature and art. The College is also the possessor of a valuable cabinet of shells, minerals and fossils, embracing more than 50,000 specimens, collected by Rev. Wm. B. Brown, D. D., of Newark, N. J., and valued at \$18,000. In addition to these the institution has ample means, in the way of apparatus, etc., to illustrate in a very full and satisfactory manner the various sciences taught.

Olivet College ranks second to none in its high moral tone and the thoroughness of its literary work, while its location is greatly in its favor. Few villages in the State are better fitted by nature for a college than Olivet. It crowns a hill embowered in forest and shade trees, with diversified surface which presents eligible sites for buildings. Its quiet beauty at once attracts the notice of visitors. The place is healthful as well as beautiful, and the climate wholesome. The village as well as the College was founded by earnest Christian men, who early impressed upon both their own culture, character, and spirit. As a result, the atmosphere of the place is free from those things which divert or hinder the special work of the student, and most favorable to quiet, earnest, successful study.



FRANCIS W. SHEARMAN.

PROFESSIONAL TRAINING OF TEACHERS.

I. THE STATE NORMAL SCHOOL.

Among the first questions that presented themselves to the framers of our educational system was the important one of providing means by which competent teachers might be secured for the schools of the State. Superintendent Pierce, in his report for 1836, very ably presented the subject to the Legislature, giving a brief review of the German system of educating teachers for their profession, by means of normal schools, and recommended the adoption of a similar plan.

In 1842 Superintendent Sawyer called the attention of the Legislature again to the importance of establishing a normal school, and in 1843 the subject was also presented by Superintendent Comstock. But during those earlier years the State was struggling for financial existence, and nothing was done. In 1849 Superintendent Mayhew brought the subject again before the Legislature, and that year an act was passed providing for the establishment of a State Normal School.

The main design of this institution was that it should be a school for the professional training of teachers. It was placed by the act creating it under the direction of a State Board of Education, consisting of three persons, to be appointed by the Governor, and approved by the Senate. The Legislature of 1850 made the Lieutenant Governor, the State Treasurer, and the Superintendent of Public Instruction, *ex-officio* members of the Board. The Superintendent was made the secretary of the Board, the State Treasurer its treasurer, and the Board was to elect its own president. All this was, however, changed by the Constitution adopted the same year, which provides for a board of four members, three of whom are elected by the people, to hold office for six years, one being chosen at each biennial election, and the Superintendent of Public Instruction, who is *ex-officio* a member and secretary of the Board.

Ten sections of salt spring lands were appropriated to put the School in operation. All materials and labor in the erection of buildings were to be paid for in warrants on the Commissioner of the Land Office; which warrants alone would be received for the land, at the rate of four dollars per acre. In addition to the above ten sections, fifteen sections were appropriated for a normal school endowment fund. The 9,600 acres were to be sold on the same terms as the primary school lands, at not less than four dollars per acre, and the proceeds to be placed in the State Treasury, under the same regulations as the other trust funds; and upon this (with the exception of \$8,000, referred to below), together with unpaid balances in the hands of purchasers, the State pays to the School six per cent. annual interest.

The idea of erecting buildings by issuing land warrants was abandoned before anything was done; and in 1850 the ten and the fifteen sections were consolidated, the whole to constitute an endowment fund,—reserving such an amount for the erection of buildings and current expenses, not exceeding ten thousand dollars, as should be necessary in addition to donations. The amount so used was about eight thousand dollars. The minimum price of the lands was fixed at four dollars per acre; but lands that had not been appraised, were to be, and none sold at less than the appraised value. A large portion was appraised at less than four dollars,—some as low as a dollar and fifty cents per acre; but none could be sold at less than four dollars. It would seem that not much care or judgment was exercised in the selection of the lands.

The Board of Education held its first meeting in May, 1849. Propositions were received from the people of Ypsilanti, Jackson, Marshall, Niles, and Gull Prairie, each proposing to donate lands and money to secure the School. The proposition from Ypsilanti was to furnish pupils for the model school, whose tuition should amount to seven hundred dollars per annum for five years, rooms for the use of the School until buildings could be erected, \$13,500 in money, also four acres of land. This being the most favorable proposition secured the location of the School at Ypsilanti. The school site, which appears not to have been included in the original offer, was subsequently enlarged by the purchase of four additional acres by the Board. Without delay the Board proceeded to the erection of a building fifty-five by one hundred feet in size, three stories high, at a cost of \$15,200. The amount realized from subscriptions of citizens was \$12,000 and was used in payment of expenses incurred for building. The building was completed and was dedicated by appropriate ceremonies, October 5, 1852. In October, 1859, it was partially destroyed by fire; but within six months was re-built with the \$8,000 realized from insurance. There was, however, a loss of nearly \$6,000 by the destruction of the library, furniture, apparatus, furnaces, etc.

In 1864 the Board of Education made an arrangement with the executive committee of the State Agricultural Society to erect a building seventy by forty feet, and two stories above the basement, to be used by the School, and to contain the museum of the Agricultural Society. The terms were that the society should contribute two thousand dollars, the citizens of Ypsilanti fifteen hundred dollars, and the Board of Education the balance for the erection of the building. During the year 1865 the building was inclosed, the work having been greatly retarded by the high price of materials and labor; and in September, 1868, the most that could be said of it was, "it has been inclosed, and rooms finished in the basement for the janitor." In the meantime the committee of the Agricultural Society had become discouraged, and in 1868, after an expenditure of three thousand two hundred and fifty dollars, assigned their interest in the property to the Board of Education. The Legislature, in 1869, appropriated \$7,500 for the completion of the building, which was effected the same year. In 1871 the Legislature very justly voted an additional appropriation of \$3,250 to reimburse the Agricultural Society for the money it had expended.

In 1878 the main building was enlarged at an expense of \$43,347.18. Of this amount the citizens of Ypsilanti paid \$2,105.80. This enlargement is 88 by 90 feet, and contains a hall capable of seating 1,200 persons. The value of grounds, buildings, and other property, at the present time is estimated at \$85,000.

The last of the normal school lands were sold in 1868; since which time

there has been an occasional sale of land that was forfeited for non-payment of interest. The entire amount of land was 16,000 acres; and adding the eight thousand dollars of the fund used for current expenses, it appears there was realized an average of about four dollars and fifty cents per acre.

The normal school endowment fund, on the 30th of September, 1880, was as follows:

Amount in the hands of the State	\$56,635 32
Amount in the hands of purchasers	12,330 72
Total fund	\$68,966 04

In addition to the annual avails of the fund, which have had no material increase for a number of years, and can have none from the same source hereafter, the Legislature has biennially made appropriations of money for defraying the current and other expenses of the School. The following table has been prepared in order to exhibit the total resources of the School since its first establishment. We have been unable to ascertain the amounts received from miscellaneous sources for the years prior to 1859:

YEAR.	Income from Permanent Fund.	Legislative Appropriations.	Receipts from Other Sources.	Total Resources.
1850.....	\$283 32	\$470 30		\$753 62
1851.....	10 40	3,060 69		3,071 09
1852.....	275 00	3,556 80		3,831 80
1853.....	1,837 62	3,306 53		5,144 15
1854.....	2,265 75	5,740 85		8,006 60
1855.....	3,085 09	3,404 10		6,489 19
1856.....	3,450 84	7,884 86		11,335 70
1857.....	3,941 75	6,093 77		10,035 52
1858.....	4,045 90	2,920 34		6,966 24
1859.....	4,050 58	7,716 17	\$902 50	12,669 25
1860.....	4,367 25	8,632 75	1,221 00	14,221 00
1861.....	4,169 50	5,130 50	1,246 00	10,546 00
1862.....	4,225 74	5,774 26	1,555 00	11,555 00
1863.....	4,334 83	6,932 81	1,532 00	12,799 64
1864.....	4,316 14	7,083 36	1,562 00	12,961 50
1865.....	4,301 30	5,198 70	1,901 00	11,401 00
1866.....	4,670 49	5,829 51	1,630 00	12,130 00
1867.....	4,587 91	4,912 09	3,011 83	12,511 83
1868.....	4,518 80	8,981 20	2,417 00	15,917 00
1869.....	4,582 08	13,917 92	2,566 00	21,066 00
1870.....	4,466 03	15,033 97	2,893 40	22,393 40
1871.....	3,968 14	15,281 86	2,781 60	22,031 60
1872.....	4,516 03	19,483 97	2,839 15	26,839 15
1873.....	4,615 93	15,384 07	2,671 00	22,671 00
1874.....	4,193 93	22,806 07	2,320 00	29,320 00
1875.....	4,277 88	16,091 86	2,396 00	22,765 74
1876.....	4,256 88	12,743 12	3,173 43	20,173 43
1877.....	3,731 11	17,568 89	2,919 00	24,219 00
1878.....	7,273 99	53,226 01	4,963 30	65,463 30
1879.....	4,291 60	26,900 89	2,359 50	33,551 99
1880.....	4,290 49	21,482 51	2,040 55	27,813 55
Totals.....	\$117,202 30	\$352,550 73	\$50,891 26	\$520,644 29

The law establishing the State Normal School defined its purpose to be the

"instruction of persons, both male and female, in the art of teaching and in all the branches that pertain to a good common school education; also to give instruction in the mechanic arts and in the arts of husbandry and agricultural chemistry, in the fundamental laws of the United States and in what regards the rights and duties of citizens." This definition of the work and scope of the Normal School has never been changed by any direct or amendatory enactment. Several things have, however, tended very materially to change the plan of the School.

It will be seen that the above statement of the work of the Normal School really includes all the work originally planned for the branches of the University. At the time the Normal School was projected, the branches of the University had been permanently discontinued, and the high schools of the State were not definitely planned. The union school law had just been enacted, but it did not then contemplate any such development of first-class secondary schools as has since resulted. There was, in fact, nothing in the way of public school facilities between the district school and the University. The branches had contemplated giving ample facilities for normal and industrial or agricultural training. The Normal School, therefore, as the only state school of the same grade, was to be a teachers' school, a farmers' school, and an academy, all in one. In reality the academy had but little more right to a place in a true normal school than had the farmers' department. But for the time academic instruction had to be furnished there because it was to be had nowhere else. The union school law had not yet developed a half-dozen high schools in the State. The private academies and seminaries were of very fluctuating character. The only safe way to secure academic training for the special work of the School was by supplying the academy within the Normal School itself. This was done by the establishment of an academic department and by extended courses of academic work in the normal department. No considerable attempt was made at the Normal School to meet the demands of an agricultural college, and very soon after its opening in 1852 the subject of a separate farmers' school began to be agitated. In 1855 the law establishing such an institution relieved the Normal School of any further work in that direction.

The academic work of the School, however, remained a necessity for many years. The slow development of the union and high schools made it necessary that the Normal School should be prepared to give any range of academic instruction required by its students. This necessity, however, came to be regarded as only a temporary one as the development of the graded and high school system of the State became more general. The law establishing the Agricultural College had very greatly aided the Normal School in confining its work to its main purpose. The development of the high schools did even more in this direction; and the State Board of Education soon began to look forward to the time when the School should be relieved of a large share of its preparatory academic work, and thus be enabled to confine itself to legitimate professional instruction of teachers for the public schools. For the past ten years this step has been agitated by the friends of the Normal School.

Believing that the time had come to make some change in accordance with this view of the true field of the Normal School, the State Board of Education, at a meeting held March 8, 1878, appointed a committee consisting of its president and secretary to investigate the propriety and necessity of a change in the courses of study. This committee obtained the views of the various members of the normal school faculty and others as to needed changes in the

work of the institution and reported at a subsequent meeting of the Board, making the following recommendations:

1st. Enlarging the school of observation and practice, so as to constitute a graded school representing all the departments of our best graded schools, so that students applying for admission to the Normal School, deficient in academic preparation, may be able to make such preparation in the school of observation and practice.

2d. This school of observation and practice to be under the supervision of the principal of that school with two skilled assistants; but the teaching to be done by normal students under the direction and inspection of the respective professors of the Normal School.

3d. To establish in the Normal School three courses of study, of one year each,—the common school, higher English, and language courses—fitting teachers respectively for the lower and higher grades in our common and graded schools.

4th. Aside from general reviews in connection with professional instruction, the Normal School to be confined to professional instruction.

5th. The requirements for admission to the Normal School should be carefully and fully stated in the prescribed courses of study, and students admitted on certificates from our high schools should still be required to pass examination in the elementary branches.

6th. It is recommended that in the prescribed courses of study, both for the school of observation and practice and for the Normal School proper, more attention be given to drawing and English history and literature.

The committee did not think there would be any difficulty in combining and modifying the several schemes or courses of study, so as to remodel them on the plan proposed, prescribing just what should be pursued in the school of observation and practice, and what should be pursued in the Normal School proper. They deemed the school of observation and practice an absolutely essential part of the Normal School, without which, and without full and careful teaching in which by the students of the Normal School under their respective instructors, the Normal School would fail to send out teachers fully fitted for the work of their profession.

The plan, as above outlined, was adopted by the Board without dissent, and the courses of study and requirements for admission were modified in accordance therewith. The Board realized that the change was one quite in advance of any thing previously undertaken, but they believed the conditions in this State were especially favorable to the success of such an undertaking. No other State has a so highly developed class of secondary schools doing academic work of a high grade and ready to give the needed preparation for the professional courses of the Normal School. But the great merit of the plan was that it was one upon which the Board, the faculty, and the best friends of the School throughout the State could agree, and which therefore was likely to have a fair trial and to be made the basis of whatever improvements or changes time and experience might suggest.

The sole aim of the Normal School is to qualify teachers for their work in all departments of our district and graded schools, to increase their teaching power and to send them forth to their fields of labor, filled with the spirit of their profession. The various courses of study, methods of teaching, practice, and criticism in the model school, higher professional instruction, have been carefully prepared to meet, as far as possible, the wants of every class and grade of our public schools. These have been modified and improved from

year to year as experience has suggested. It is believed that the various courses prescribed will, when thoroughly mastered, fit young gentlemen and ladies for positions as assistants, principals, and superintendents in all classes of the public schools.

The first Principal of the Normal School was Prof. A. S. Welch, now President of the Iowa Agricultural College. Prof. Welch served very acceptably in this position until 1865, when on account of failing health he was forced to resign, and Prof. D. P. Mayhew was elected as his successor. In this position Prof. Mayhew continued until 1871, when he resigned and was succeeded by Prof. Joseph Estabrook. Under Prof. Estabrook's faithful and efficient supervision the Normal School has ever been prosperous, and many of its friends have regretted to hear within the past year of his resignation. As successor to Prof. Estabrook, the State Board of Education has chosen Dr. Malcolm MacVicar, late Principal of the New York State Normal School at Potsdam, and with such a man as Dr. MacVicar in charge, it is believed that greater prosperity than ever is in store for the School. Within the faculty of the Normal School have been numbered not a few of the first normal instructors of the country,—men and women who have shown by their works that they were ably and efficiently filling their appropriate spheres of usefulness. The whole number of instructors employed in the Normal School at the present time is twelve, including the Principal.

During the school year of 1879-80 there have been in attendance at this institution, four hundred and sixty-two students. Since the School was first opened more than 10,000 students have attended for a longer or shorter period. Eight hundred and forty-three ladies and gentlemen have completed a full course of study and graduated, and have been engaged in teaching, on an average more than three years each, while a large number are occupying prominent positions as educators in this and other states. Of the undergraduates it is difficult to obtain definite information, but it is a well known fact that a very large proportion of them have been engaged in teaching, and many of them also have arisen to places of prominence in educational work.

II. TEACHERS' INSTITUTES.

The first reference to teachers' institutes as a distinct means of increasing the usefulness of the public schools, which we are able to find in the annual reports of the several Superintendents of Public Instruction, was made by Superintendent Mayhew, in his report for 1845. While normal schools were considered as indispensable to the perfection of the school system, yet the fact was recognized that many teachers would be unable to attend such institutions, and in consequence it was deemed that teachers' institutes might be organized in each county and made accessible to every teacher, thereby accomplishing a great amount of good. "Teachers' institutes," said Mr. Mayhew, "are teachers' associations with protracted sessions. Where teachers' institutes have been established, the teachers of a county usually spend almost two weeks in session, fall and spring, with a competent principal and experienced board of instruction, employed by a committee provided for that purpose. The several branches of study ordinarily pursued in our common schools are reviewed; the different methods of instruction and modes of government are discussed, and plans are laid for concert of action. Lectures are generally delivered before these institutes by professional gentlemen and others, who, from their devotion to the

great work of popular education, might appropriately be denominated common school missionaries. * * * Would it not be well to encourage their establishment in this State by legislation? I entertain the opinion, that if the State has \$25,000 to appropriate annually to the promotion of common school education, it would be productive of greater good to apply one or two thousand dollars, or even five thousand dollars, to assist in defraying the necessary expense of maintaining teachers' institutes in the different counties, and the residue to the support of schools, than to apply the whole to the payment of unqualified teachers, or even to those of ordinary attainments."

In his report for 1846, Superintendent Mayhew again called attention to the importance of teachers' institutes, and stated that the first institute organized in the State had been held during October of that year in the village of Jackson, under the auspices of the Jackson County Teachers' Association, at which about thirty teachers had attended. In 1847, Mr. Mayhew reports the awakening of a general interest on the subject, and states that "not less than a dozen" institutes had been held. Of these Jackson county had enjoyed the benefits afforded by three; Washtenaw county, two; Allegan county, two; while the various locations of the others are not given. In speaking of one held in Allegan county, he said: "It was my fortune to be in attendance the first two days of its sittings. The enlightened policy pursued by the friends of education in that county, and the zeal they manifest, are above praise. Rarely have I been so highly gratified as at my first visit to Gun Plains, where the institute was held. As I came in sight of the school-house, I saw an ox-team drive up and stop. Several females got out of the wagon, and went into the house. It occurred to me they might be young ladies who had come up to attend the sittings of the institute. On inquiry, I ascertained that this was a fact, and that they had come for this purpose, in a lumber wagon drawn by oxen, about forty miles!"

During the year 1848 several institutes were held, but how many or where is not now a matter of record that we have been able to find. In the report for this year Superintendent Mayhew again brought the subject to the attention of the Legislature and urged the importance of the State's providing for the expense of holding at least three or four teachers' institutes annually "in different parts of the State, as might best accommodate the *whole State*." "To render these institutes most advantageous," said Mr. Mayhew, "and to give them unity and efficiency, I think the Superintendent of Public Instruction should be authorized to associate with himself two or three persons of ability and experience,—persons of his own selection,—and attend the institutes of a single season, in regular succession, devoting six or eight weeks to them all."

From an intimation made by Superintendent Shearman, in his report for 1849, it is to be presumed that several institutes were held during that year, but further than this we have been unable to gather any information. In this report Mr. Shearman takes occasion to say:

The establishment of a normal school, devoted to the education of teachers, will not, perhaps, even in time, supersede the advantages derived from the annual or semi-annual holding of teachers' institutes at various localities in the State. They are institutions which go hand in hand, mutually assisting each other, and conferring reciprocal benefits peculiar to themselves. To give the greatest efficiency, however, to teachers' institutes some provision for their support may be deemed indispensable. The distribution of a sum annually to the various townships has given life and vigor to our system of primary schools and induced a general interest in their behalf. A like effect would be produced in relation to this class of means for perfecting the knowledge and increasing the usefulness of teachers, by a similar limited appropriation annually in their behalf

During the years 1850, 1851, and 1852 institutes were held at various places in the State, at several of which resolutions were passed asking the Legislature to make appropriations for their support, while Superintendent Shearman repeatedly urged their importance as an acknowledged efficient means of improvement among teachers. During the month of October of the latter year, a state teachers' institute was held in the new normal school building at Ypsilanti, under the auspices of the State Board of Education, and immediately following the exercises of the formal opening of the State Normal School. This institute was attended for three weeks by over two hundred and fifty teachers of the State, and was under the immediate direction of Prof. A. S. Welch, Principal of the Normal School, assisted by several instructors of the School and professors of the University.

This institute was a means of awakening a more general interest in institutes than had formerly been manifested, and as a consequence the Legislature of 1855, in order to meet, in part, the demand for more efficient teachers, as well as to diffuse among teachers themselves, and through the community at large, a more just appreciation of the dignity and importance of the vocation of teaching, passed an act to provide for the holding of teachers' institutes. By the provisions of this act, the Superintendent of Public Instruction was authorized to hold institutes whenever reasonable assurance should be given that a number not less than fifty, or in counties containing less than 12,000 inhabitants not less than twenty-five teachers of common schools should desire to assemble for the purpose of forming an institute, which should remain in session not less than ten working days. For the support of these institutes the Superintendent was also authorized to draw from the State Treasury an amount not to exceed \$200 for each institute and not more than \$1,800 in any one year. This law, while not all that was desired, was an advance in legislation that gave great encouragement to the friends of education throughout the State. Immediately following the passage of this enactment, Superintendent Mayhew made arrangements for holding a series of institutes, and since that time, with the exception of the year 1858, a greater or less number of institutes have been held each year under the direction of state authority.

In regard to the sphere of the teachers' institute and its relation to the State Normal School, Superintendent Mayhew, in his report for 1855, said :

The deep interest which both teachers and citizens have taken in these institutes as manifest by their attendance upon their daily exercises, as well as by their resolutions, place above a rational doubt the acceptability and usefulness of the well conducted teachers' institute of our State. Indeed, I think I may safely say it constitutes the most popular and inspiring feature of our excellent school system. It does more to bring to counties in which they are held a knowledge of the capabilities and usefulness of the State Normal School than could be effected by any other instrumentality. While that institution is more thoroughly training a noble class of young men and women who are seeking qualifications essential to eminent usefulness, and who will, in due time, return to the counties from which they have been sent, and there, it is believed, exert an elevating influence, not only upon the schools they teach, but upon those round about, it is the office of the institute immediately to operate on greater numbers. Its power consists in the improvement of the teachers now actually in charge of our schools, and who will continue in charge of them, whether qualified or not; in leading the communities in which they may be held to appreciate more fully the importance of the teacher's calling, and to seek and adequately to remunerate, the services of those who are best qualified; and generally, in elevating the standard of attainment on the part of those to whom it is to be committed the guardianship of our primary schools. The teachers' institute thus becomes in an important sense a coördinate of the Normal School.

In 1861 an amendatory act to the law of 1855 was passed which reduced the

time for which an institute was required to be held from ten days to five days, and made the limit of aid which might be given by the State to each institute \$100 instead of \$200, while the total amount that could be drawn from the State Treasury in any one year remained at \$1,800 as before. The design of this was to increase the number of institutes that might be held in any one year, although the time during which they were to remain in session was reduced.

This law continued in force until the session of the Legislature in 1877, when, mainly through the efforts of Superintendent Tarbell, it was repealed, and a new law enacted in its stead. The provisions of this enactment are such that all examining boards and officers are required to collect from each male teacher receiving a certificate a fee of one dollar, and from each female teacher a fee of fifty cents. These fees are to be paid quarterly into the county treasury and set apart as a fund for the support of teachers' institutes. In addition to the fund thus derived, the Superintendent of Public Instruction may draw from the State Treasury for the support of institutes in counties where the local fund is not sufficient to meet the necessary expenses thereof, an amount not exceeding sixty dollars for each institute of five days' duration. The Superintendent of Public Instruction is also authorized to hold, once in each year, an institute for the State at large, which is denominated a state institute, and for the purpose of meeting the expenses of such an institute he may draw on the State Treasury for an amount not exceeding \$400. The limit of aid which the State may give to institutes in any one year is fixed at \$1,800.

Under the provisions of this act a new life has been infused into the institute system of the State. A large proportion of the counties now have an institute fund sufficiently ample to meet all the expenses of a good institute; while in the newer counties in which the fund is less, the State steps in to aid, and thus all portions of the commonwealth are enabled to enjoy the advantages afforded by these gatherings.

The first state institute provided for by this law was held at Lansing during the week beginning August 20, 1877, under the direction of Superintendent Tarbell. This institute was designed to be in some respects a model institute to afford thought and method for the county institutes to follow. Though it felt the disadvantages which attend the first attempt at an untried scheme, it was pronounced by all a valuable success. About two hundred persons were in attendance from various parts of the State, comprising very nearly all the leading teachers. The corps of instructors at this institute was composed of Hon. John Hancock, Superintendent of the schools at Dayton, Ohio; Dr. E. C. Hewitt, President of the Illinois Normal University; Prof. Robert Graham, of the Oshkosh Normal School, and State Institute Conductor for Wisconsin; and Prof. Jonathan Piper, of Chicago, who had been for several years engaged in institute work in Iowa. The aim in selecting these men was to secure the best workers in four of the neighboring western states, who should bring, for use in the institutes to be held in Michigan, the ripest thoughts and best methods in this important field of work. These men justified the expectations which their reputations had raised, and were the occasion of improved work in the county institutes which followed.

The second state institute was held at Lansing during the week commencing July 8, 1878. In issuing the call for this institute, Superintendent Tarbell said: "It has a double object,—first, for the convenience and instruction of teachers in the public schools of the State, who can avail themselves of the

advantages of an institute at this season of the year; and second, to bring together for mutual improvement those who are to do institute work in the State during the summer and fall. It is intended, so far as practicable, to make this institute the model on which the institutes of the coming season shall be formed. Michigan men only will be employed to give instruction, and, so far as feasible, only those who are expected to work in other institutes. Seventeen men, well known in the institute field, are engaged to give instruction, each one of whom will show how institute work upon the particular topics assigned to him should be done." This institute enrolled one hundred and thirty-six of the best teachers of the State, and was especially valuable to the instructors, who thereby had an opportunity of comparing views as to the best methods of presenting the different topics usually considered in county institutes. Each afternoon, after the regular session, the instructors met with the Superintendent of Public Instruction and discussed, in an informal manner, the work of the day. Committees were appointed to prepare outlines on each of the different topics considered, and these were printed for use of instructors in county institutes.

The third state institute was held at Lansing, July 9, 10, and 11, 1879, under the direction of Superintendent Gower. At this institute a number of the most experienced and successful institute workers of the State presented outlines upon the different topics usually considered at our county institutes. Each instructor was requested to give his reasons for the matter and arrangement of his outline, with suggestions as to the best way of presenting the different points to an institute. In addition to the discussion of each outline as it was under consideration by the institute, the instructors were requested to note any points wherein their own views differed from those expressed by the gentlemen presenting the various topics. These outlines were then revised by a committee and afterward published in the form of a manual for use at the county institutes during the succeeding two years, and thus a uniform basis of work was established, which has since rendered the instruction of far more value than could have been secured in any other way.

The value of teachers' institutes can hardly be over-estimated. Year by year they are becoming more valuable as their legitimate work is better understood. They have become a powerful agency in educating teachers who have no better way of obtaining normal instruction, and in educating public sentiment; and thousands of teachers every year go out from these discussions and instructions with clearer views of their respective duties; with a determination to do better service in the future, and with a higher inspiration for their calling.

The following table has been prepared in order to exhibit the number of institutes held each year since the first act providing for their support was passed, the number enrolled in attendance, and the amount of funds drawn from the State Treasury and the several county treasuries for meeting expenses incurred:

YEAR.	No. of Insti- tutes.	No. Enrolled in Attendance.	AMOUNT OF FUNDS DISBURSED.		
			State.	County.	Total.
1855.....	6	588	\$1,200 00	-----	\$1,200 00
1856.....	9	913	1,800 00	-----	1,800 00
1857.....	9	*	1,800 00	-----	1,800 00
1858.....	†	†	1,200 00	-----	1,200 00
1859.....	10	1,242	1,590 00	-----	1,590 00
1860.....	8	1,251	1,300 00	-----	1,300 00
1861.....	8	1,041	740 00	-----	740 00
1862.....	13	1,850	1,385 00	-----	1,385 00
1863.....	11	1,500	1,100 00	-----	1,100 00
1864.....	13	1,209	1,300 00	-----	1,300 00
1865.....	8	*	900 00	-----	900 00
1866.....	11	902	1,100 00	-----	1,100 00
1867.....	10	*	1,100 00	-----	1,100 00
1868.....	7	*	1,400 00	-----	1,400 00
1869.....	18	1,833	1,800 00	-----	1,800 00
1870.....	16	2,005	1,800 00	-----	1,800 00
1871.....	16	1,432	1,500 00	-----	1,500 00
1872.....	17	1,275	1,800 00	-----	1,800 00
1873.....	7	705	700 00	-----	700 00
1874.....	13	890	1,300 00	-----	1,300 00
1875.....	1	37	-----	-----	-----
1876.....	8	599	900 00	-----	900 00
1877.....	20	781	1,503 73	\$441 90	1,945 63
1878.....	46	2,862	1,545 00	3,902 83	5,447 83
1879.....	57	4,144	1,748 46	5,313 03	7,061 49
1880.....	65	4,482	1,800 00	6,667 49	8,467 49
Totals.....	407	31,541	\$34,312 19	\$16,325 25	\$50,637 44

* Not reported. † No institutes held.

III. PEDAGOGY IN THE STATE UNIVERSITY.

Agreeably to recommendations of President James B. Angell and the faculty of the literary department of the State University, the Board of Regents, at a meeting held in June, 1879, established a chair of the science and the art of teaching, and elected William H. Payne, who, for a number of years previously had been the efficient superintendent of schools at Adrian, as professor to fill the same. The purposes of this new branch of university work, as given in the circular of announcement, are as follows:

1st. To fit university students for the higher positions in the public school service. It is a natural function of the University, as the head of our system of public instruction, to supply the demand made upon it for furnishing the larger public schools with superintendents, principals, and assistants in high schools. Year by year these important positions are falling more and more into the hands of men who have received education in the University. Up to the establishment of this professorship, the training of graduates who were to enter the public school service had been almost purely literary; they had not studied that special body of doctrine which can alone give to teaching the rank and character of a profession, and thereby make it a truly rational art.

2d. To give a more general diffusion to educational doctrines. The branches of knowledge most fit for university culture, are those which are most comprehensive, and which involve human interests of the highest order. Horace Mann has said: "In its largest sense, there is no subject so comprehensive as that of education. Its circumference reaches around and outside of, and therefore embraces, all other inter-

ests, human and divine." "No rational idea," says Herbert Spencer, "can be put forward for leaving the art of education out of our curriculum, whether as bearing upon the happiness of parents themselves, or whether as affecting the characters and lives of their children and remote descendants, we must admit that a knowledge of the right methods of juvenile culture, physical, intellectual, and moral, is a knowledge second to none in importance. This topic should occupy the highest and last place in the course of instruction passed through by each man and woman. * * * The subject which involves all other subjects, and therefore the subject in which the education of every one should culminate, is the theory and practice of education."

3d. To promote the study of educational science. There are three well marked phases of thought with respect to fitness for teaching: *a*, the earliest conception, and the one that is the most prominent in the legal requirements for obtaining a license to teach, is that general scholarship constitutes fitness for teaching; *b*, a progressive phase of thought, marked by the establishment of normal schools, asserts that general scholarship supplemented by a knowledge of specific methods, constitutes fitness for teaching; *c*, the conception now gaining ground is that teaching should cease to be an empirical art and should become a rational art; that the teacher should not only be instructed in processes, but should also be taught the body of doctrine that underlies them and assures their validity. In other words, the art of teaching has outgrown its empirical stage, and is now growing into its rational or scientific stage. This phase of thought is indicated by the general movement, especially in the Northwest, to make the science of education an established branch of university instruction. As this is one of the latest of the sciences it has not yet been cast into articulate form. In fact it is now in process of formation. The materials exist in abundance, but these await selection and organization. The duty of the university is to discover as well as to teach; and for the present those who occupy chairs of education in our higher institutions of learning must devote a considerable share of their attention to the formation of a body of educational doctrine.

4th. To teach the history of education. The history of an art enables us to take stock of experiments and experiences, and to determine the direction and rate of progress. Experience has already settled many questions in the practice of education; and the history of what has been done in this line of thought and action is an indispensable preparation for giving form to the education of the future.

5th. To promote the transformation of teaching from an occupation to a profession. The typical professions are attractive to men of genius and culture because they offer to them the hope of a career—a field for the exercise of their highest intellectual attainments. But the very basis of professional activity is an articulate body of doctrine, in the application of whose principles to the solution of specific problems lie the inspiration and charm of a professional life. The source of the teacher's strength, and the very condition of his happiness and progress, is a body of scientific truth by which he may test the validity of his methods. Whether teaching be a handicraft or a liberal art depends on the absence or the presence of the scientific spirit.

In a branch of university work so essentially new, in which but little help could be derived from tradition and precedent, the initiatory work has necessarily been tentative and incomplete. The policy persistently followed has been to move cautiously and therefore slowly; to determine the work of the chair in its essential outlines; to give it an organization which will permit it to grow; and to leave the working out of details to experience, reflection, and leisure.

At the opening of the session of 1879-80, two courses of instruction were offered, as follows: 1. *Practical*, embracing school supervision, grading, courses of study, examinations, the art of instructing and governing, school architecture, school hygiene, school law, etc. 2. *Historical, philosophical, and critical*, embracing the history of education, the comparison and criticism of the systems in different countries, the outlines of educational science, the science of teaching, a critical discussion of theories and methods.

During the year 1879-80 seventy-one students have availed themselves of the instruction given in the science and the art of teaching, and many hopes are entertained that this department will be a source of much profit and advantage to the educational system of the State.

IV. MISCELLANEOUS.

In addition to the means provided by the State and state institutions for the professional training of teachers, nearly if not quite all of the denominational colleges have established normal departments of instruction, which are well attended and in which much excellent work is accomplished. In several of these institutions able and experienced instructors are employed, who, as specialists, devote their undivided attention to the preparation and training of teachers for the public school service.

There have also been established training schools for teachers in connection with several of the graded school systems of the State, whose especial work has been to prepare teachers for the common schools of the cities in which they are located. Previous to the establishment of these schools many of the teachers employed in those cities were but just graduated from the high schools, and they entered upon the responsible and delicate duties of teaching with no special training for the work, and with no certainty that they possessed any qualifications for teaching beyond a limited scholarship. Whether they had tact to manage, or aptness to impart instruction was unknown, and had to be determined after they had been placed in charge of a school. The learning process was often a painful one to teacher and school, and sometimes disastrous to both. The training school aims to prevent this double evil by removing its possibility. A four-room building is usually taken for this purpose, at which pupils in the four lower grades are placed. This school is under a special principal, and each pair of rooms is in charge of a critic-teacher, making three regular teachers for the four rooms. The persons who are preparing to teach recite in certain branches of study with the other high school classes, and receive special instruction in methods of teaching from the superintendent and principal. They also teach at stated times in the four rooms of the training school under the supervision of the principal and critic-teachers, thus securing a practical knowledge of teaching and managing, which theory alone could never impart.

Besides the provisions heretofore mentioned for the special training of teachers, a large number of the public high schools have for a number of years organized teachers' classes, which are maintained for a limited period each year, and at each of which a considerable number of persons who are preparing to teach attend. Although persons who avail themselves of the privileges afforded in these classes do not have an opportunity to engage in practice teaching to any extent, yet they obtain many excellent ideas of the work from the instruction given, and, by a general review of the subjects they will be called upon to teach in the schools where they may be employed, they are much better prepared for duty than had they not attended such classes.

In nearly all the graded school systems of the State, teachers' meetings are held at stated periods, at which many subjects pertaining to the duties devolved upon teachers are discussed, and, as a consequence, much benefit is derived therefrom by the teachers employed in those systems.

In this connection, teachers' associations might be mentioned, since they have ever been an important factor in elevating the professional standard of teaching; but as it has been deemed best to speak of these associations,—and especially of the State Teachers' Association,—in an extended manner elsewhere in these sketches, further notice of them is omitted here.

EDUCATION IN CHARITABLE, REFORMATORY, AND PENAL INSTITUTIONS.

No state would cite, as a recommendation to favor, the fact of being under the necessity of maintaining institutions of a charitable, reformatory, and penal character. But as there is no known civilized state where such necessity does not exist, an outline of the structural formation of the social life of any state which should not recognize such necessity would be incomplete. And the state itself would be incomplete in so far as it failed to make the best possible provision to meet such necessity. Those for whom such institutions are provided may be separated into three classes: the infirm, the criminal, and the indigent and unprotected. In the first class are the lunatic, the idiotic, the blind, and the deaf and dumb; in the second are all the subjects of criminal or police laws; and in the third may properly be placed the orphans and the paupers. All of these taken together make what is defined as the *dependent class*.

From the fifth biennial report of the State Board of Corrections and Charities, we learn that the number of persons either wholly or in part supported by the State and counties, for the year ending September 30, 1879, was as follows:

Indigent and unprotected:

Number in county poor-houses.....	7,806
Number of permanent paupers outside county houses.....	1,950
Number temporarily relieved outside county houses.....	34,701
Number of children in the State Public School at Coldwater.....	419
	44,876

Infirm:

Number of deaf-mutes and blind in Institution at Flint.....	259
Number of insane in Asylum at Kalamazoo.....	716
Number of insane in Asylum at Pontiac.....	492
Number of inmates of Harper Hospital at Detroit.....	28
	1,495

Criminal:

Number in Reform School at Lansing.....	423
Number in Detroit House of Correction.....	1,794
Number in State House of Correction at Ionia.....	329
Number in State Prison at Jackson.....	1,074
Number in county jails.....	7,785
	11,405

Total number of public dependents.....	57,776
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There is a deduction to be made from these figures to the extent to which they may have been duplicated by the removal of prisoners from jails to other prisons; and also for a portion of the patients at the insane asylums, who are not supported at the public charge. The whole number of these, as nearly as can be ascertained, is about 1,500, thus leaving an aggregate of 56,276 persons

in whole or in part maintained by the State. Of the persons enumerated in the above table, the number of the indigent temporarily relieved outside of the county poor-houses, and the number of persons in county jails may be regarded as constituting a temporary or floating population. Nevertheless, as the same numbers return each year with a gradual increase, they become, in fact, a permanent body partially charged upon the State. Putting these aside, however, there are remaining no less than 13,790 persons who are under the permanent care of the State. For all this vast body there are no hopes for any restoration to a healthy moral or physical life, except in what is generally known as *education*. If the defects of nature are to be supplied, as in the case of the deaf and dumb, or the conscience quickened, as in the case of the criminal, it is always by some kind of *education*, either moral, intellectual, or physical, that the cure or the reform is accomplished. It becomes, then, a question of great importance whether to all or to which of these classes, and in what modes education can be applied.

In examining the various forms of infirmity, want, or crime, insanity seems to be the only one to which education, as commonly understood, cannot minister. And yet a certain form of education is applied even to lunatics. This is the education of discipline and amusement. In the care extended to this unfortunate class, Michigan is not behind any of her sister states of the Union. Leaving this class, however, out of view, there are still 12,582 of the deaf and dumb, blind, orphans, criminals and others who are the proper subjects of education. The next question is: How far has the State provided for them, and what measures have been taken for their instruction?

In conformity to an advanced public sentiment, which within the past few years has manifested itself in the United States and in Europe, the Legislature of Michigan, in 1871, passed an act "to provide for the appointment of a board of commissioners for the general supervision of penal, pauper, and reformatory institutions, and defining their duties and powers." The object of the act was the betterment of the condition of these institutions and of their inmates, through a reformed and more systematized management. The law gives to this board of commissioners supervision not only of state institutions, but of local poor-houses, asylums and jails.

I. STATE PUBLIC SCHOOL FOR DEPENDENT CHILDREN.

In the year 1870, a commission appointed by the Governor for the purpose visited many of the poor-houses in the State, and found a large number of children in them, under sixteen years of age, indiscriminately associated with idiots, maniacs, prostitutes, and vagrants. Their report recommended the classification of paupers, and especially, that children in the county houses, under sixteen years, should be placed in a state school. The act establishing the School was passed in 1871, in conformity with the recommendation. As amended in 1873, it provides, in substance, that there shall be received as pupils in such school all neglected and dependent children that are over four and under sixteen years of age, and that are in suitable condition of body and mind to receive instruction, especially those maintained in the county poor-houses, those who have been deserted by their parents, or are orphans, or whose parents have been convicted of crime. It is declared to be the object of the act to provide for such children temporary homes only, until homes can be procured for them in families. The plan comprehends the ultimate care of

all children of the class described, and it is made unlawful to retain such children in poor-houses, when there is room for them in the State Public School. Dependent orphans, or half orphans of deceased soldiers and sailors, have the preference of admission should there be more applications than room. Provision is made for preserving a record of the parentage and history of each child.

The organic law of the School appropriated \$30,000, and the citizens of Coldwater donated the site and \$25,000 to secure the location of the institution in that city, where the commissioners located it by reason of such donation and the suitability of the place. A further appropriation was made in 1873, and the buildings were completed and occupied in May, 1874. The present estimated value of grounds, buildings, apparatus and other property belonging to the School, is \$190,600.

The buildings are on the congregate and cottage plan combined, there being the main buildings and wings, in which are the superintendent's residence and office, dormitories for the matron, teachers, and other employés, the school-room in the wings, the dining room and kitchen in the rear projection, and the store-rooms, work-rooms, shoe-shop, sewing-room, laundry, engine and boiler room, etc., in the basement, which extends under all the main building and wings. In the rear of the main building, and connected with the same by a covered passage-way, are the nine cottages for about thirty children each, who are in charge of a lady cottage-manager in each, whose duties are similar to those of a mother with a smaller family. The capacity of the school can be increased by the addition of cottages only. The children are taught the common English branches, as in our district schools. So far as their age will permit, they are taught how to work—the boys on the farm of forty-one acres, in the garden, in the shoe-shop, and to make their own clothing. The girls assist in making their clothing, do housework, etc. Special effort is made to cultivate in the children industrial habits. Life in this institution, with a good school, moral and religious training, wholesome food, comfortable clothing, kind treatment with good discipline, soon produces excellent effects upon these children. The "poor-house look," so apparent in many when first admitted, with the tendency and almost longing for the old vagrant life with some, soon passes away, and their cheerful, healthy appearance, their proficiency in their work and in their school, make them compare very favorably with the same number of children attending our district schools. Their moral culture has proper attention, as required by law, both in cottages and school-room, and religious services are held for the children each Sunday in the chapel, conducted by the superintendent, and assisted by ladies and gentlemen from the city, representing various religious denominations. The older boys, often fifty at one time, in charge of some teacher or manager, attend service in some one of the city churches.

The children entitled to admission are those of sound mind and sound body under sixteen years of age, that are dependent on the public. Until the buildings have a capacity for all such in the State, the admissions to the School are divided *pro rata* among the counties in proportion to the number in each that that admissible. They are sent here by the superintendents of the poor, on the decision of the judge of probate of the county where they belong. On the child's being brought before the judge with the certificate of the superintendents of the poor, that in their opinion the child is dependent, he hears testimony tending to show the child's condition, and if he considers it dependent, the child is sent here with a copy of the decision and an abstract of the evidence;

which paper forms the basis of the child's history, which is kept upon the records of the institution. The law requires the Board of Control to place the children in good family homes as soon as practicable.

The Board has power to appoint an agent of the School, to have charge of this work. There is also an agent in each principal county, appointed by the Governor, charged with the duty of finding good homes, and supervising the children after indenture. All such indentures contain a clause reserving the right in the Board to cancel the same, and re-take the child when its good requires it. No child can be indentured unless the state agent, and the agent of the School (who is now the superintendent) decides the proposed home to be a proper one. The whole career of the child during minority, is carefully watched over, and all of its interests zealously protected by the State as by an own parent.

The institution is in charge of a Board of Control appointed by the Governor and confirmed by the Senate, each member whereof holds for a term of six years. At this date, this Board consists of James Burns, of Detroit, President; C. D. Randall, of Coldwater, Secretary and Treasurer, and Isaac A. Fancher, of Mount Pleasant. This Board has quite full discretionary power. It establishes the system of government for the School, engages all employes, and fixes their salaries, on approval of the Governor. The more direct management is in the resident superintendent, to whom are delegated large discretionary powers, and with whom principally rests the responsibility of success. The present Superintendent is Mr. Lyman P. Alden, a collegian, and successful business gentleman.

The accommodations of the School are for 300 children. The whole number received since the opening, in 1874, is 944. Of these, 525 have been placed in families; 82 returned, for various reasons, to the counties whence they came; six have been sent to the Reform School; five have absconded, and 34 have died; leaving 292 in the School September 30, 1880.

The School has no endowment, and is wholly dependent upon appropriations by the Legislature, and to the credit of the Legislature it may be said that the interests of the School thus far have never suffered for lack of means.

The following table will show the amount of moneys received each year from the State Treasury on account of legislative appropriations:

YEAR.	Legislative Appropriation.	YEAR.	Legislative Appropriation.	YEAR.	Legislative Appropriation.
1872.....	\$36 65	1875.....	\$52,440 00	1878.....	\$43,900 00
1873.....	36,513 43	1876.....	44,450 00	1879.....	50,250 00
1874.....	51,450 92	1877.....	56,025 00	1880.....	36,700 00
Total appropriations.....					\$371,766 00

So far the State Public School has been very successful, and appears to give satisfaction to the people as a very useful agency to save dependent children to a better life, and to decrease pauperism and crime.

For many generations in this country, and in Europe, governments have treated dependents so that pauperism, crime and consequent taxation have increased with the accumulation of wealth, more rapidly than the increase of population. The higher civilization became developed the more misery and

degradation was there in the lower classes. In England the ratio of dependents to the population for many years has averaged about one in twenty. In the United States, by the census of 1870, it was one in 332, and in Michigan, by the same census, one in 462. This condition in England has been reached under the old system that provides only for children after they become criminals. In this country, under the old system, with an overcrowded population, we may acquire all of England's burthen of pauperism and crime. It hence becomes a serious question for legislators and social scientists, whether by the Michigan educational preventive system America may not be saved from such dangerous complications as have often occurred in England on account of the lamentable condition of her pauper and criminal classes.

This scheme of a State Public School for dependent children is believed to have inaugurated a new era in educational and preventive work. It is receiving the careful consideration of scholars in social science, and legislators at home and abroad, who, with us, are hoping it may prove a very useful agency, created by the social necessities of the age to develop and maintain the purity of the race.

II. MICHIGAN STATE REFORM SCHOOL.

Governor Andrew Parsons, in his valedictory message to the Legislature of 1855, said: "I believe it to be the duty of the Legislature to establish a house of correction for juvenile offenders. There are many children of tender age, when they are easily tempted and cannot estimate the enormity of crime, who are induced to commit offenses which send them to the county jails or State Prison, among hardened offenders, where they are likely to learn more evil than good. Many of these, if confined in a proper place—trained to habits of industry, and properly taught the error of their way, and their duties, while yet young, would come out prepared to shun temptation, and to make good and useful citizens. It is enjoined upon the parent that he train up his children in the way they should go. If the State assumes to take the charge of children away from their parents, or to take charge of orphan children, it should not treat them as men of understanding and hardened in iniquity, but as a parent, train them up in the way they should go, in the hope and trust that when they become old many of them will not depart from it."

Governor Kinsley S. Bingham, in his inaugural message to the same Legislature, said as follows: "The presence of several boys and youth among the more hardened criminals in the State Prison, induces me to urge upon your attention the propriety of establishing a house of refuge or correction, where a milder course of treatment, more especially adapted to their reformation, can be employed. The State has not discharged its duty to these unfortunate victims of ignorance and temptation, until it has made provision by a proper system of discipline, for their instruction in useful knowledge, morals and piety—taught them some mechanical trade or other proper employment, and prepared them, upon their release from confinement, to become good citizens and useful members of society, as they return to its duties and privileges." In response to the foregoing recommendations of the retiring and in-coming Governors, the Legislature by an act, approved February 10, 1855, provided for the establishment of a "House of Correction for juvenile offenders," "at or near Lausing in the county of Ingham. *Provided*, That a suitable piece of land of not less than twenty acres, shall be donated for that purpose." A

plat comprising about thirty acres, situated in the eastern portion of the city, at the terminus of Shiawassee street and fronting westward on Pennsylvania avenue, was donated by the citizens of Lansing, and 195 acres adjoining the same, were subsequently purchased by the State.

The building was first opened for the reception of inmates September 2, 1856, and from that time to the date of the last annual report—September 30, 1880, there have been 2,312 commitments, of whom 2,134 were white boys, 166 colored boys, four Indian boys, and eight were girls. The Senate committee on House of Correction at the session of the Legislature of 1859, recommended that the name of the institution should be changed to "The State Reform School," urging as a reason therefor, "these lads will go forth in due time, or it is hoped the greater portion of them will, thoroughly reformed in character, and prepared for the responsibilities of life, with far less stigma resting upon them as having been educated at a reform school than at a house of correction." In accordance with this recommendation, the Legislature, by act approved February 12, 1859, changed the name to the "Michigan State Reform School." The management of the institution was originally vested in a board of six commissioners, two being appointed by the Governor and confirmed by the Senate, at each biennial session of the Legislature. By an act approved February 10, 1857, the management was committed to a "Board of Control," consisting of three members, the terms of service and manner of appointment being the same as before. By the law of 1855, offenders under the age of fifteen were to be sent to this House of Correction, and those between the ages of fifteen and twenty might be sent, if the court before whom they were convicted deemed them fit subjects for the institution. They were sent for definite terms by the circuit judges, police judges and justices of the peace. The law of 1857 provided that those guilty of prison offenses under the age of sixteen, should be sentenced to the House of Correction till twenty-one years of age. The law provides that the Board of Control may in their judgment place in families, or indenture as apprentices, any boys, who are in their opinion sufficiently reformed; or may return them to their parents, requiring—should they deem it necessary—security for their future good behavior and care.

By the act of March 16, 1861, the limits of age for commitment to the institution were established at seven and sixteen, and by the act of March 27, 1867, the limit was confined between the ages of ten and sixteen.

By act approved April 28, 1877, it was provided that all boys committed to the institution, except for offenses punishable by imprisonment for life, should be sentenced to the Reform School until they reach the age of eighteen years, or until discharged by law.

The first Superintendent of the institution was Theodore Foster, who was also one of the first board of commissioners appointed under the act of 1855. He resigned the position July 1, 1860, and was succeeded by Rev. Danforth B. Nichols, who held the office for the term of one year, and was succeeded by Cephas B. Robinson, who had previous to his appointment, been the assistant superintendent.

Mr. Robinson retained the position until his death, which occurred August 27, 1866. The institution was then under the care of assistant superintendent James H. Baker, until the appointment, November 16, 1866, of Rev. O. W. Fay, who soon after resigned, and Rev. Charles Johnson, a former teacher and assistant superintendent, appointed, who continued in office until April 1, 1875,

when he was succeeded by the present incumbent, Frank M. Howe, then assistant superintendent.

The institution has gradually changed from the nature of a prison, which its former name indicated—with its grates and bars, high fence and locks, to a school with no prison-like surroundings. The play ground, containing some three acres, was formerly enclosed by a very high and unsightly fence; this has been removed, and a neat picket fence substituted. The gratings have been removed from the windows, and the locks upon the doors are now only used to protect the institution from nocturnal visits of burglars and tramps.

The principal punishment employed for the refractory, is a system of demerit marks, or deprivation of some enjoyment which the better boys may indulge in; corporal punishment is seldom required, and is resorted to only in extreme cases. The boys show no disposition to abuse the confidence thus reposed in them, and attempts to escape from the institution are exceedingly rare and confined almost entirely to boys who have not been in the institution long enough to derive the benefit intended to be conferred upon them by its system of discipline.

The center building of the house proper fronts to the west forty-eight feet feet, is fifty-six feet deep and four stories high; there are wings extending to the north and south, each ninety-five feet long, thirty-three feet deep, and three stories high, with towers at the extremities four stories in height. The north wing extends to the east eighty-three feet, forming an L; is thirty feet wide and three stories high. On the ground floor of the centre building are a dining-room and kitchen for the officers, and a storeroom and laundry; on the second floor are the office, reception room, family dining room and guest chamber; on the third floor are rooms for the officers and employés, and on the fourth floor, the chapel, suitably arranged, and capable of seating three hundred persons. On the first floor of the north wing are the dining rooms for the boys; on the second floor the art gallery and rooms for employés, and the upper portion is occupied for dormitories, arranged with separate sleeping apartments for the boys.

In the basement of the south wing is the bath or wash-room; on the first floor are the school-rooms and the tailor shop; on the second floor additional school-rooms and the library, and sleeping apartments on the fourth floor.

In the basement of the east wing are the laundry, store-room and cellar; on the first floor, the boys' kitchen, bakery, ironing-room and shoe-shop; the second floor contains the hospital and bed-rooms, and the upper portion is devoted to sleeping apartments for the boys.

At short distances north and south of the main building, and fronting to the west, are the two family houses, each forty-two by fifty-two feet, two stories in height with a Mansard roof, and like the main building, built of brick. Each of these houses contain suitable apartments for an overseer and his family, with accommodations for a large number of boys, who are placed here as a reward for good conduct.

A third cottage building, more commodious and of finer appearance and proportions than the former two was completed in 1879, and is principally devoted to school-rooms and dormitories.

The shops are located on the northeast portion of the yard, and occupy a substantial brick building, three stories in height, one hundred and forty-six feet long, and fifty-two feet wide, suitably arranged and provided with machinery for the employment of the inmates.

The buildings are all heated by steam supplied by boilers connected with the workshops. An abundance of excellent water is supplied the institution by means of an artesian well upon the premises; this well has been sunk to the depth of six hundred feet, one hundred of which is piped to exclude the surface water.

The farm, which has been greatly improved of late by the labor of the boys, under the direction of the Superintendent, is all under cultivation and pasturage, and has for its use a large barn forty-eight by sixty feet, upon a substantial stone foundation, with cellar; also with sheds for stock, wagons, and farm implements, horse-barn, piggery, and all the customary out-buildings and conveniences required or usually found upon a well regulated farm.

The Board of Control, composed at present of D. B. Hale of Eaton Rapids, Chairman; E. H. Davis of Lansing, Treasurer; and Geo. A. Smith of Somerset, Clerk, has charge of all matters pertaining to the general welfare of the institution.

The boys rise at five and one-half o'clock in the morning from April to October, and during the remainder of the year at six, and retire at eight, giving them nine hours and a half for sleep in the summer and ten hours in the winter. Each boy, unless incapacitated by sickness, is required to work five hours each day, attends school five hours and a quarter, and one hour military drill, and the remainder of the time—from two and three quarters to three and a quarter hours—except while at meals, is devoted to play and recreation.

The term of confinement—if a residence at the school may now be properly so called—depends mainly upon the deportment of the inmates, and consequently is of unequal duration.

By the operation of law, all boys are sent to the institution to remain there until they complete their eighteenth year, but the same law provides that boys who by uniform good conduct give the best evidence of reformation, may be sooner discharged, and that bad and incorrigible boys, upon whom the reformatory influences have failed to effect an improvement, and whose continuance in the school is deemed prejudicial to its management and discipline, may be returned to the court which issued the commitment, for such disposition as to such court may appear proper.

While it is believed that a great improvement is wrought in the cases of a large majority of the boys committed to the institution, and that many go forth from it to occupy positions of usefulness and respectability in society, it cannot be denied that in some cases boys who have been sent here, and discharged in consequence of good conduct, eventually find a place in the House of Correction or State Prison, and to explain why this is so, or to prevent it, would require more than the wisdom or potency of man. Few boys are discharged from the institution who have not been there at least a year, and to secure a discharge in so short a time requires the most exemplary behavior and attention to rules and regulations. No distinction is made on account of differences in birth or color. All are on an equal footing, and good behavior is the only passport which will allow an inmate to go free from the door. Where a boy has no home to return to,—or, worse than that, a home presided over by intemperate and criminal parents, he is retained at the institution, even after he has given the most abundant assurance of his reformation, until a suitable home can be found for him where the Board of Control are satisfied his education and religious training will not be neglected.

The labor of a large number of the inmates is required to supply the wants of the institution; many of the boys are employed upon the farm, others in the tailor and shoe shops, manufacturing clothing and shoes for themselves and companions, others in the laundry and kitchen, and others in such branches of industry as the Board can find a market for. The manufacture of cigars for several years gave employment to a large number of boys, and assisted materially in paying the current expenses of the institution, but the contractors for this class of labor discontinued the same at the close of the year 1875, and the only work for which there is any demand at present is the caning of chairs. The introduction of such labor as will benefit the boys by acquiring a knowledge of its operation, and at the same time relieve the taxpayer to some extent, of the burden of supporting the institution, has been the object of much study and inquiry on the part of the Board of Control of this and kindred institutions, and the problem still remains unsolved.

The number of inmates at the commencement of the last fiscal year, October 1, 1879, was three hundred and seven; during the year one hundred and seventy-seven were admitted, and one hundred and sixty-eight were discharged, as follows: One hundred and thirty-six were discharged as reformed and returned to their homes, fourteen were returned to their parents to reside out of the State, ten were discharged on ticket-of-leave, for six places were found with farmers, and two escaped, leaving three hundred and sixteen in the institution, September 30, 1880.

The library contains upwards of three thousand volumes of books, carefully selected and suited to the wants and tastes of the boys. The privileges of the library, reading room, and art gallery,—the latter containing a large number of paintings and engravings, the most of which have been generously donated to the institution, besides a collection of house plants and other attractions, are highly prized and appreciated by the boys, and many hours are here pleasantly and profitably employed that otherwise might be devoted to what is not very uncommon with boys of like ages,—planning or perpetrating mischief.

The farm is well stocked with horses, cattle and swine. The horses are employed upon the farm, and draw to the premises all supplies purchased, besides delivering manufactured work at the railroad depots. The cows supply all the milk required and a considerable revenue is derived from the sale of calves and pigs, while everything required for the sustenance of the stock is produced upon the farm. The benefits derived from the operation of the farm are varied and important. The productions of the soil, being consumed at the institution, save the large expenditure which their purchase would require, while a large number of the inmates are thereby supplied with healthful and respectable employment, and thereby prepared for a field of usefulness upon their discharge. In this connection it is proper to state that in some cases the boys have acquired such proficiency in the various branches of labor in which they have here been educated, that upon receiving their discharge they have been employed by the institution to carry on the work for which they have shown themselves so well adapted.

The estimated value of grounds, buildings, and other property belonging to the institution is \$264,550. The School has no endowment, but depends upon legislative appropriations for support. The amount of these appropriations, received by the institution each year since its establishment, is shown in the following table:

YEAR.	Legislative Appropriation.	YEAR.	Legislative Appropriation.	YEAR.	Legislative Appropriation.
1855.....	\$11,633 89	1864.....	\$17,516 46	1873.....	\$18,500 00
1856.....	13,362 81	1865.....	41,206 25	1874.....	34,400 00
1857.....	18,773 76	1866.....	22,483 54	1875.....	26,000 00
1858.....	15,000 00	1867.....	62,157 62	1876.....	28,500 00
1859.....	17,000 00	1868.....	44,787 68	1877.....	32,375 00
1860.....	27,174 90	1869.....	56,025 53	1878.....	26,500 00
1861.....	17,137 52	1870.....	36,626 95	1879.....	48,187 51
1862.....	20,181 76	1871.....	22,000 00	1880.....	36,500 00
1863.....	16,000 00	1872.....	51,000 00		
Total appropriations received.....					\$761,031 18

A thorough investigation of the subject, a visit to the Reform School, and an examination of its conduct, of the boys in the school, in the work-shop or on the farm, in the chapel and on the play ground, the thorough system of order, regularity and discipline pervading the whole, the physical condition of the boys and the general appearance of contentment, cannot fail to impress the visitor with the wisdom of those who projected this great charity, and its successful working in every particular.

Each successive change in the office of superintendent has been accompanied by some good result; for each new incumbent, having before him the policy of his predecessor, and viewing both its advantages and its faults, has been able to introduce some new feature in the conduct of the institution which experience has demonstrated to be an improvement. The most important change, of stripping the institution entirely of its prison garb, has been effected by the present Superintendent, and its thorough trial for more than five years past has proved it a triumphant success.

III. REFORM SCHOOL FOR GIRLS.

At the annual meeting of the Michigan Woman's Christian Temperance Union, held in Grand Rapids in 1878, Mrs. Mary T. Lathrop of Jackson presented a paper on "Fallen Women," which by unanimous vote was ordered printed for general circulation. A committee was also appointed to prepare and present a memorial and petition to the Legislature asking an appropriation for a house of refuge for fallen women and girls. Mrs. Mary T. Lathrop of Jackson, Mrs. I. G. D. Stewart of Detroit, and Mrs. E. P. Church of Greenville were appointed to constitute such committee. In accordance with this action, the committee immediately entered upon the work assigned it by the printing of petitions, and of a circular letter of directions for their use. These were sent to all auxiliary unions and to many not auxiliary, and were circulated with zeal and faithfulness. There was never, probably, a memorial placed before the general public for signatures, received with such warm approval as this. Early in the session of the Legislature of 1879 these memorials began to fall around the members like autumn leaves. A few petitions on this subject came from other sources, asking for different methods, but largely the work for the cause was accomplished by the petitions and the labors of the temper-

ance women. As a result of the genuine interest that had been awakened several bills were presented by members of the Legislature in both the Senate and the House. Among these was one drawn up by the committee of ladies, and this one became the centre of legislative discussion and action. After considerable delay and much opposition from some who had rival bills in charge, the bill, as prepared by the ladies' committee, with some modifications, was passed by the House, and eventually by the Senate, May 22, and approved by the Governor May 31, 1879, thus becoming a law, and giving to Michigan a State Reform School for Girls.

This act provides that the sum of \$30,000 be appropriated from the general fund, for purchasing and preparing the grounds, and the erection of suitable buildings therefor, and to pay the current expenses of the said Reform School. It also provides that "the general supervision and government of said Reform School shall be vested in a board of control to consist of four women and two men who shall be appointed by the Governor, by and with the advice and consent of the Senate."

January 3, 1880, the following persons were named by the Governor to constitute the Board of Control of the Reform School for Girls: Mrs. James F. Joy, of Detroit; Mrs. Samuel L. Fuller, of Grand Rapids; Mrs. C. B. Stebbins, of Lansing; Miss Emma A. Hall, of Flint; Hon. Charles T. Gorham, of Marshall, and Hon. William H. Waldby, of Adrian. Mrs. Joy declined to act, and the remainder constituted the Board until December, 1880, when Messrs. Gorham and Waldby resigned and Messrs. Charles R. Miller, of Adrian, and James McMillan, of Detroit, were appointed to fill the vacancies.

January 27, 1880, the Board of Control, upon call of Governor Croswell, met in the executive office at Lansing, and organized by electing Mrs. Samuel L. Fuller, President; Hon. W. H. Waldby, Treasurer; and Miss Emma A. Hall, Clerk. Measures were at once taken to secure a site for the School, and in April it was located in Adrian, whose citizens donated forty acres of farming land lying about one-half mile north of the city limits, and upon which was a farm house, two barns, and other out-buildings. In addition to this the citizens gave \$3,000, to be expended in ornamenting the grounds, under the direction of the Board. Before proceeding farther, the Board visited a number of similar institutions, that they might, for their information and benefit, acquire an insight into the principles and practical working of such schools. The Board advertised for plans, also for proposals for the erection of the buildings. With alterations and curtailments, they accepted the plans offered by Mr. Mortimer L. Smith, of Detroit, and contracted with Mr. James Donough, of Adrian, to erect two cottages for the sum of \$25,500, the buildings to be completed the first day of July, 1881.

In their first annual report, the Board of Control suggested "that the sum of \$71,000 seems absolutely required to cover the expenses that must be incurred the ensuing two years;" also, "in order to grade the girls properly, and to provide for the number that will undoubtedly be sent to the School, as well as to afford proper school rooms and a chapel, the Board most respectfully ask the following appropriations: Building two additional cottages, with plumbing, heating, furniture, grading, fences, sewerage, and current expenses for one year, \$50,000; one chapel and school building, with bell, furniture, heating, books, etc., \$10,000, making a total of \$131,000."

The State Reform School for Girls when completed will consist of a series of beautiful cottages, four in number, built of brick and trimmed with sand-

stone. They are to be of the same size and design. Each building will accommodate thirty girls, and will be under the management of ladies of known reputation in the treatment of wayward girls.

All inmates of the institution will have an opportunity to become educated and accomplished in all the arts of housekeeping. A portion of each day will be set apart for study, sewing, laundry, baking and such other work as will fit the girls for useful lives as wives, mothers and housekeepers.

The place selected for the buildings, one mile northwest of the city of Adrian commands a fine view of the city. The grounds will be beautifully laid out and cultivated by the inmates; the care of flowers and ornamental trees will constitute the outdoor work. A beautiful park of several acres of forest a few rods to the west will be fitted up to be used by the girls in common as a reward for good behavior. When this institution is completed it will be one of the finest in the United States, and Michigan one of the first of the states to put in operation a systematic course of treatment to save the young girls of our land from lives of shame, crime and misery. Girls without mothers will here find substitutes in the watchful care of kind Christian women. Vicious girls will be dealt with kindly but rigorously. Far better will it be to see our girls here surrounded by congenial, happy influences until able to resist the temptations they are subject to in our cities and towns than left to float out on an open sea of social vice.

IV.—INSTITUTION FOR THE DEAF AND DUMB.

The Constitution of the State of Michigan, adopted in 1850, provides that "Institutions for the benefit of those inhabitants who are deaf, dumb, blind, or insane, shall always be fostered and sustained." Previous, however, to this provision of the Constitution, and as early as April, 1848, the Legislature passed a law for the purpose of establishing the Asylum for the education of the Deaf and Dumb and the Blind, and the Asylum for the Insane. Both institutions, by that act, being put under the control of one Board of Trustees. This Board consisted of Elon Farnsworth of Wayne county, Charles E. Stuart of Kalamazoo county, Charles H. Taylor of Kent county, John P. Cook of Hillsdale county, and Charles C. Hascall of Genesee county. The first recommendation to the Legislature by this Board for establishing a school for the deaf and dumb and the blind, upon the combined plan, as finally adopted, of teaching all of them in the same institution, was made in January, 1851. And after the further maturing of their plans, the Board in January, 1854, appointed Rev. B. M. Fay as Principal, and his wife as assistant and matron. The institution was opened in February thereafter in a small building in the village, now city, of Flint, and received during the same month seven deaf-mutes and one blind girl.

Mr. Fay remained as Principal until September, 1864, when, on account of the ill-health of his wife, he resigned, and was succeeded by Egbert L. Bangs of New York. In May, 1876, Prof. Bangs, after a service of twelve years, covering the most eventful and successful period of the history of the institution, tendered his resignation. The same was accepted, and J. Willis Parker, who had been a teacher in the institution, was elected Principal *ad interim*, until the Trustees should be able to secure the services of some one whom they might deem it wise to elect as permanent Principal. At the close of the school year, in 1877, Mr. Parker, having performed the duties pertaining to the principal-

ship to the entire satisfaction of the Trustees, was elected Principal. In this position he continued until the summer of 1879, when he resigned to accept the principalship of the Kansas Institution for the Deaf and Dumb, and the Trustees employed as his successor, Thomas MacIntire, the present incumbent, who had been for twenty-six years the successful Principal of the Indiana Institution for the Deaf and Dumb.

As already noted, this institution and the asylum for the insane were originally placed under the control of one board, composed of five trustees. In 1857 the Legislature passed an act placing this institution under a separate board, consisting of three trustees, and from this regulation there has been no change since. The present Board of Trustees is composed of Charles G. Johnson of Monroe, President; James M. Neasmith of Vicksburg, Secretary; and James C. Wilson of Flint, Treasurer.

Previous to the year 1880 this institution was a school in common for deaf-mutes and the blind, rather from motives of economy than from any relation which the two classes, or the methods for their care and instruction bear to each other. The Legislature of 1879, however, passed an act providing for a separate school for the blind, and that class has within the past year been removed from the Institution at Flint.

The actual work of constructing buildings for the Institution was begun in 1853. The principal buildings of the Institution at the present time consist of the following: Front building 43 by 72 feet, with east and west wings, each 28 by 60 feet; central building 40 by 60, and east and west wings, each 50 by 70 feet; main school building 52 by 54, with two wings, each 25 by 60 feet. All of these buildings are four stories in height, except the center of the front building, which is five stories, including basement. The other buildings are: Boiler and engine-house, wash-house, dry-house, ironing-house, cabinet-shop, barn, pump-house, well-house, and other necessary outhouses. The estimated value of the property of the Institution, real and personal, amounts to over \$440,000.

The industrial pursuits of the pupils are necessarily limited to few avocations, the principal of which are cabinet-making, shoe-making and willow work, and, not least, printing. For the latter purpose a fairly well appointed printing office is maintained, and a small weekly paper issued, which is widely exchanged with papers of similar kind from other institutions throughout the country, and also to a considerable extent with the general newspaper press in Michigan. This is a source of great interest to the pupils, and many of them, both boys and girls, learn to be good printers, and find employment as such when they go out from the Institution.

Tuition and board are free to all residents of the State, and the Trustees are authorized to assist indigent persons, in the way of clothing, etc., to the amount of forty dollars each per annum, which is charged back to the county to which the pupil belongs. Persons from without the State may be admitted upon payment of such amount as will cover their care and keeping. The county poor authorities are required to place all deaf and dumb persons under their charge, who are between the ages of ten and twenty years, and of sound mind, in the Institution. Official steps are taken each year for ascertaining the residence of deaf-mutes, and notifying their friends of their right to the benefit of the Institution. The attendance of any one person is limited to eight years.

The number of deaf-mute pupils that have been in attendance at the close of school for several years past is shown in the following table:

YEAR.	Number of Pupils.	YEAR.	Number of Pup ls.	YEAR.	Number of Pupils.	YEAR.	Number of Pupils.
1865.....	94	1869.....	135	1873.....	153	1877.....	220
1866.....	109	1870.....	133	1874.....	183	1878.....	236
1867.....	116	1871.....	148	1875.....	196	1879.....	255
1868.....	119	1872.....	159	1876.....	212	1880.....	243

The Institution for the Deaf and Dumb has no endowment or invested funds, consequently it relies for its maintenance upon appropriations made by the Legislature. The following table exhibits the amount of such appropriations received by the Institution each year since its establishment :

YEAR.	Legislative Appropriations.	YEAR.	Legislative Appropriations.	YEAR.	Legislative Appropriations.
1850.....	\$181 51	1861.....	\$17,000 00	1872.....	\$45,000 00
1851.....	105 73	1862.....	33,000 00	1873.....	40,063 00
1852.....	29 87	1863.....	23,500 00	1874.....	54,139 02
1853.....	662 49	1864.....	35,000 00	1875.....	45,022 83
1854.....	9,573 99	1865.....	36,000 00	1876.....	47,476 50
1855.....	17,654 21	1866.....	17,000 00	1877.....	46,170 90
1856.....	19,688 75	1867.....	44,500 00	1878.....	42,585 62
1857.....	32,999 41	1868.....	77,500 00	1879.....	43,398 49
1858.....	37,500 00	1869.....	81,500 00	1880.....	46,180 90
1859.....	22,000 00	1870.....	68,500 00	.....	.....
1860.....	30,000 00	1871.....	50,000 00	.....	.....
Total appropriations received.....					\$1,063,933 23

V. MICHIGAN SCHOOL FOR THE BLIND.

As already noted in the preceding chapter no separate school for the blind was opened previous to 1880, but such unfortunates were provided for in the Institution for the Deaf and Dumb at Flint. In 1879 the Legislature passed an act making special provisions for a separate School, and authorizing the Governor to appoint three commissioners to act with himself for the purpose of selecting a suitable site and erecting thereon buildings for such School, and putting the same in operation. The sum of \$30,000 was appropriated. The commissioners also had power to rent suitable buildings or rooms to be occupied for the purposes of the School until the buildings provided for in the act should be completed and ready for the reception of pupils.

This act was approved May 31, 1879, and the commissioners appointed under date of September 19, 1879, in compliance therewith were John J. Bagley of Detroit, Townsend North of Vassar, and Tom S. Applegate of Adrian. October 16, 1879, the Commissioners held their first meeting at the Institution for the Deaf and Dumb, and the Blind at Flint, and organized as follows: President, Townsend North; Secretary, Tom S. Applegate; Treasurer, John J. Bagley. December 11, in consequence of the pressure of private business, John J. Bagley resigned from the Commission and on the 17th the Governor appointed Rowland E. Trowbridge of Birmingham, Oakland county, to take

the place on the Commission made vacant by such resignation. Mr. Trowbridge was also elected Treasurer by the Board in the place of Mr. Bagley.

No permanent location has, as yet, been fixed upon by the Board, and pending its decision as to such location and the erection of buildings, the Board has leased the former Odd Fellows' Institute at Lansing, and the October term of the School for the year 1880-1 has been commenced under the principalship of Prof. James F. McElroy, formerly of the Indiana State Institute for the Blind at Indianapolis. The School opened with thirty-three pupils, and, December 1, the number had increased to fifty-two, most of whom had previously been at the Institution at Flint. The Commissioners estimate from the applications on file, and the number of blind children in the State known to be entitled to the privileges of the School, that the number during the year will reach seventy-five, with the prospect of more in the year following:

VI. MISCELLANEOUS.

THE STATE PRISON.

First and principal among the penal institutions of Michigan is the State Prison, at Jackson, established there in 1839, during which year there were 35 convictions. During 1879, there were 270, the highest number being 408, in 1877. The sentences to this prison have diminished since that year in consequence of the opening of the Reformatory at Ionia, to which many of the younger class of convicts have been sent. The number of convicts remaining in prison, December 11, 1880, was 779. The average for the year ending September 30, 1880, was 813. The principal employments are the manufacture of wagons, agricultural implements, including polished steel forks, shovels, spades, rakes, etc., with their handles, boots, shoes, brooms, etc.

A department of education is established in the State Prison under the charge and supervision of Eugene M. Gardner, who has in his custody all prison property supplied for use therein; proposes all rules for the regulation of the internal concerns thereof, which rules, when approved by the Warden, govern all persons and in all matters within the scope of this department. The principal work of this department is the education of the convicts who may be, for the time being, inmates of the Institution, and the Superintendent is assisted in such work by the other officers of the Institution as they may be detailed for such purpose. Officers detailed as assistant teachers are required to use their best efforts for the advancement of the school. As an aid in this direction a teachers' class is organized by the Superintendent, the sessions of which are held at such times and places as he designates, and at each session of which all officers assigned as teachers habitually attend.

The course of education established for the prison-school covers three years of study, and embraces reading, spelling, writing, arithmetic, grammar, geography, United States history, civil government, physiology and hygiene, book-keeping, natural philosophy, and mental and moral philosophy.

There is a session of the school held each week-day evening, continuing three hours, during the months of October, November, December, January and February, and during the other months a less number of hours, as from time to time is determined.

STATE HOUSE OF CORRECTION AND REFORMATORY.

Governor John J. Bagley, in a special message to the Legislature in Febru-

ary, 1873, devoted exclusively to the subject of the penal institutions of the State, had this to say:

The Reform School receives all boys convicted of any crime, between the ages of ten and sixteen. The Detroit House of Correction is, virtually, an intermediate prison, receiving all women and a large proportion of the young men convicted of crime. The State Prison is the custodian of all other convicted persons, excepting those who, for slight offenses, are committed to the county jail. It would seem as though with these three institutions we should be able to classify and grade the inmates, separating old from young, new beginners from old offenders, the ignorant from the vicious criminal, and thus prevent the demoralization that prison life spreads like a pall over all who suffer for crime.

But with these opportunities we are doing little better than we did years ago. In the Reform School we find the lad of ten the associate of the young man of sixteen, a quick scholar to learn vice from the ready reprobate who teaches it.

In the State Prison the young men of sixteen to twenty are the associates of old offenders and hardened criminals. According to the reports of the prison, nine-tenths of the convicts received each year are sent for their first offense; but once within its walls, whether young or old, whether convicted for a slight or a serious offense, whether the victim of intemperance, or of inherited bad influences, or vicious from choice, all are put upon a level treatment and condition. We would not treat our cattle on our farms in this manner. Our duty to these unfortunates and to ourselves compels us, at the earliest possible moment, to correct this. With the rapid growth of the State it will soon become necessary that either some city in the western portion of the State should do as Detroit has done,—build a House of Correction and make suitable arrangements with the State for the use of a portion of it, or that the State build an intermediate prison or house of correction. Were all the jails emptied of those who are under sentence in them (as they ought to be), it would be a necessity that this be done at once and without delay.

The wise suggestion of the Governor was promptly acted upon, and the result was the passage of a law providing for the establishment of a State House of Correction; and in conformity with the provisions of that law, a commission was appointed, which after visiting a number of cities, finally decided to locate the institution at Ionia,—the citizens having donated the land. Buildings were soon afterward erected, and the institution was opened for the reception of offenders, August 1, 1877.

The laws governing the institution provide for the appointment of a teacher and the maintenance of a school. Under this provision, DeWitt Chipman was appointed teacher, and entered upon the discharge of his duties, October 22, 1879. The work connected with this department is divided into two portions: a day school and a night school. The day school is held every afternoon, except on Saturdays, and is attended by all inmates not employed on contract work, or engaged on prison duties which require a full day's attention. The night school is attended by all inmates. Reading, writing, spelling, arithmetic, and oral drill in history and geography, make up the exercises. As to the progress made since the school was opened, the teacher, in his report for the fiscal year ending September 30, 1880, says: "It would be difficult to report the actual progress made by inmates in their studies, but I can say that there are many who came here totally ignorant of reading or writing who are now competent to read ordinary newspaper print, write their own names and cypher in simple numbers."

DETROIT HOUSE OF CORRECTION.

This is not a state prison, nor state institution of any kind. The State has no direct interest in it, and only such general control of it as it has of county jails or municipal prisons of any kind. Yet the Detroit House of Correction is a penal institution of first-class magnitude, has a widely extended reputation for enlightened, successful management, and though excluding contract labor,

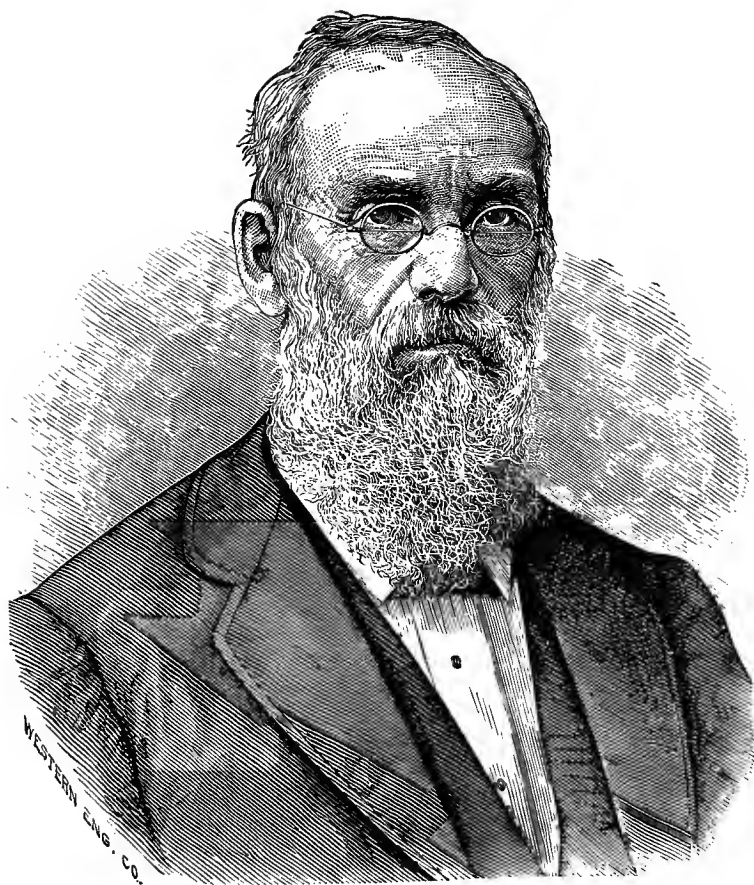
pays its way and earns a surplus each year. It usually contains nearly as many convicts as the State Prison at Jackson, and receives and discharges annually many more (owing to shorter sentences) than are received and discharged at Jackson.

The House of Correction was built and is governed by the city of Detroit, and the law of its organization was enacted by the State Legislature, and approved March 15, 1861.

This institution is among the very foremost of its kind in the country in the educational advantages afforded its inmates. The school is under the principalship of Dr. C. C. Yemans, the prison physician, and is conducted each evening except Saturday and Sunday, from 6 to 7½ o'clock. The women's department is under the direction of the matrons of the "Home;" while the men's department is conducted by the Principal, assisted by the officers, so far as discipline is concerned; but all instruction is given by the Principal and teachers selected from among the prisoners.

PRIVATE CHARITIES.

Not least among the institutions that have been established in the State for the benefit of the dependent classes, are many private ones. Most of these are conducted by pains-taking and self-sacrificing women; in many cases connected with particular church guilds, and in many others without denominational character, but in nearly or quite all cases extending their aid and ministrations with broadest catholic philanthropy, destitution alone being a sufficient reason for affording help. It would be a pleasure to note each of these separately, but not having the proper data at hand to give them a fair degree of attention, we can only refer to them in this general manner, leaving further mention to some future historian.



IRA MAYHEW.

STATE SUPERVISION.

I. LEGISLATION.

As early as 1833 the people of Michigan recognized the importance of having a special officer to supervise educational interests, and accordingly an act was passed by the Territorial Legislature in that year creating the office of "Superintendent of Common Schools." This officer was to be appointed by the Governor, and he was given authority to take supervision of the school lands and all fractional sections for the use of schools, where trustees or commissioners had not been chosen. The directors of districts were to report to the Superintendent the whole number of pupils taught in the district for three months, and any additional time, together with the amount of moneys received from the commissioners. It was made the duty of the Superintendent to report annually to the Legislative Council the number of pupils taught, the condition of the school lands, suits or actions brought, and moneys arising from this and other sources, and whatever else might to him appear necessary, concerning the lands and the condition of the schools. That this office was ever filled is now a matter of doubt, as we have been unable to find any record of appointment, or other document that would give light on the subject.

During the year 1835 the people of the Territory adopted a Constitution and formed a State government. At the Convention which framed this Constitution, the subject of education received careful consideration. A committee, of which Isaac H. Crary was chairman, was appointed to draft an article on public instruction. The committee reported on the second day of June, 1835. In the article reported provision was made for a Secretary of Public Instruction. When the article came up in Convention Judge Woodbridge remarked that he had read it, and although it was new and not to be found in any other constitution, yet he was inclined to give it his support, provided the word "Secretary," should be stricken out and the word "Superintendent" inserted. The change was accordingly made. The idea of the framers of the Constitution was to embrace the whole, and in one sense, a wider and different field of supervision than was embraced in the first law established under it—a wider, in all that pertains to the high and peculiar signification of public instruction; and different, in the absence of any connection of the Superintendent with the disposition of the lands, or management of the funds granted for the support of education. The Prussian principle upon which the constitutional provisions of Michigan were based, asserted the fact "that every state needs a separate officer of public instruction, and that there should be nothing to divert his attention from the general supervision of education." Under that system this officer devotes his whole time to schools and the subject of education. The creation of such an officer was intended in the adoption of our own Constitu-

tion. Its framers looked to this officer for a general supervision not only of primary schools, but of the University, of colleges, academies, high schools and all schools, established or to be established throughout the State. True, the government of these institutions was to be confided to the management and control of local officers, adapted to the character and wants of each—but over all, as representing the guardian watchfulness and interest of the State, was intended to be the general officer of public instruction, accumulating all the material of this congregated effort, and laying it in embodied form before the tribunal of the people and their legislatures; devising and maturing plans for improvement; requiring full information in every particular relating to the annual condition and progress of all these institutions; preparing suitable forms of procedure for the expeditions and correct transaction of business; suggesting the needs of the system, and perfecting its details where it was found to be wanting; giving his support to the labors of officers entrusted with the care of schools; impressing the importance of education by public lectures, and personal visitations in the various counties and districts; infusing life and zeal, and spreading information among all: showing the rewards of labor; and by the energy of his exertions, in common with others, and from advantage of position in acquiring knowledge, ensuring progression in all that relates to educational, intellectual and moral achievement.

In 1836 the first State Legislature met, and during the session an act was passed which provided, among other things, for the appointment of a Superintendent of Public Instruction. On the same day on which this act was passed, July 26, 1836, Rev. John D. Pierce was nominated for the office, and unanimously confirmed by both houses of the Legislature. To this gentleman was confided, by the act just referred to, the responsible duty of preparing a system for the common schools, and a plan for a university and its branches.

In 1837 Superintendent Pierce presented his first report, in which he made recommendations, among others, for a law defining the duties of the Superintendent of Public Instruction. These proposed duties were as follows:

1. To submit to the Legislature an annual report, exhibiting the condition of the university and primary school funds; also of the primary schools and of the University and its branches, and all such matters relating to his office and the public schools as he might think proper to communicate.
2. To prepare suitable forms for making all reports which might be required of the district, township, academic and university boards, and suitable regulations for conducting all proceedings under the law relating to public instruction, and to transmit the same with such instructions as he might deem proper for the organization and government of the public schools, with such directions as to the course of studies as he might judge advisable, to the several officers intrusted with their management and care.
3. To appoint the prescribed number of trustees and visitors in the the different academic boards, and the annual board of visitors to the University.
4. To take charge of all university and school lands and all other property reserved to the State for the purposes of education, and dispose of the same according to law.
5. To invest all moneys arising from sale of such lands and property as directed by law.
6. To apportion the income of the university fund among its branches and the parent institution, and also the income of the primary school fund among the several townships and cities of the State, on such principles as might be sanctioned by the Legislature.
7. To prepare annually a table of the amount to be paid to the University and each of its branches; also the amount in the aggregate to be paid to the different counties of the State from the income of the university and primary school funds respectively, and present the same to the State Treasurer.
8. To notify the treasurers of the several counties of the amounts to be disbursed.
9. To hear and decide all questions arising under the public school system.

This report was laid before the Legislature, January 5, 1837. February 18, the committee on education submitted a report concurring in the views presented by Mr. Pierce, and an act was subsequently passed, which gave to the Superintendent of Public Instruction the powers specified in Mr. Pierce's plan, with the exception of that which related to the decision of questions arising under the school laws.

These duties remained materially unchanged until 1844, when the State Land Office was established, and the control of school and university lands was transferred to that office. In 1846 the laws were revised and codified, and the prescribed duties of the Superintendent of Public Instruction consisted chiefly of the following: To submit annual reports to the Legislature; to cause the school laws, with forms for proceedings, to be published; to recommend school and library books; and to make application and apportionment of the income of the university and primary school funds.

In 1851 the law of 1846 was repealed, and an act passed which gave to the Superintendent of Public Instruction general supervision of education in the State, and prescribed his duties to consist chiefly of the following: To make annual reports to the Legislature of all such matters relating to the subject of education and the duties of his office as he might deem expedient to communicate; to publish the school laws, with forms for conducting proceedings under such laws; to recommend books for schools and libraries; and to apportion the income of the primary school fund. In 1855 the law providing for the maintenance of teachers' institutes was passed, and this added to the duties incumbent upon the Superintendent.

Previous to the adoption of the Constitution of 1850, the Superintendent of Public Instruction was appointed by the Governor and confirmed by the Legislature. Under the new Constitution the office became an elective one, the term for which each Superintendent is elected being two years. In case of a vacancy occurring in the office, the Governor appoints, by and with the consent of the Senate, if in session.

II. SUPERINTENDENTS.

To the men who have successively held the office of Superintendent of Public Instruction in Michigan is due much of the credit for the excellence of the educational system of the State. While one may not have accomplished so much as another in bringing about reforms, or in perfecting the system, yet each has done a part. Any review of the history of education in Michigan, therefore, would be incomplete without special allusion to each of these men, and for that reason the following sketches are appended:

REV. JOHN DAVIS PIERCE.

The first Superintendent of Public Instruction appointed in the United States was Rev. John Davis Pierce, now familiarly and reverently called "Father" Pierce, by the teachers of Michigan. He was born in Chesterfield, New Hampshire, February 18, 1797. His father's name was Gad Pierce, and his mother's maiden name was Sarah Davis. From the age of two years to twenty, he lived with a paternal uncle in Worcester, Massachusetts, receiving eight weeks of schooling each year after he was old enough to attend school. When he was twenty his uncle gave him his time. He then obtained employment as a farm laborer until he had saved one hundred dollars. With this

sum, and a like amount given him by his grandfather Pierce, he started out to get an education. He walked fourteen miles December 14, 1817, buying a Latin grammar on his way; and on the evening of that day took his first lesson in Latin under Rev. Enoch Pond, with whom he made his preparation for college. The following September he entered Brown University; and though obliged to teach three months each year to maintain himself, by close application he was enabled to graduate in 1822, in the first eight of a class of thirty-six. Mr. Pierce then served one year very successfully as principal of Wrentham Academy, in Massachusetts. In the fall of 1823 he entered Princeton Theological Seminary and studied one year. He was then licensed by the Congregational Association, and on January 1, 1825, was settled as pastor of a church in Oneida county, New York. Here he remained laboring acceptably until 1829. The next year Mr. Pierce acted as principal of an academy in Goshen, Connecticut. In the spring of 1831 he received a commission from the Home Missionary Society, to settle as missionary in Michigan or in Illinois, as he might choose. Accordingly, in July of that year, he came to Marshall, Michigan, and in the following autumn brought on his family. He continued to labor as a missionary until the 26th of July, 1836, when, at the organization of the State government, he was appointed Superintendent of Public Instruction. The first work that devolved upon Mr. Pierce in this new office was to draw up a plan for the organization of the school system of the State, and for the disposal of school and university lands. For this purpose he went east, and consulted with Governor Marcy of New York, Edward Everett, and many other prominent statesmen and educators. In January, 1837, he presented his plan to the Legislature, and it was adopted almost unanimously, with very few amendments. Mr. Pierce retained the office of Superintendent of Public Instruction for five years, and a review of his labors during that time shows that he devoted himself with assiduity and rare judgment to the great and responsible duties devolved upon him. Mr. Pierce, in 1842, resumed his work in the Christian ministry, and continued in it until 1847, when he was elected to the State Legislature as representative from Calhoun county. In this capacity he was instrumental in securing several important measures in legislation. In 1850 he was elected a member of the Convention for framing a new Constitution for the State, and here, among other services, he secured the incorporation in the Constitution of the provision for free public schools. In 1852 he delivered the address at the opening of the State Normal School, and soon after removed to Ypsilanti, where he still resides. During much of the time since then he has been engaged in the work of the ministry; but for two years he acted as county superintendent of schools for Washtenaw county. During the more recent years he has had comparatively little to do with public affairs. Although more than fourscore years of age, he still manifests, by his frequent presence at teachers' gatherings and the University and Normal School commencement exercises, his lively interest in educational matters. Nearly fifty years ago he had thoroughly studied the Prussian school system; and it was doubtless due to his familiarity with this system—the best in Europe, then and afterwards attracting so much attention—that he was chosen to the important work of laying the foundations of a system of public schools in the new State. His first report clearly demonstrated the wisdom of his appointment. After discussing at length the primary and intermediate schools, he argued with especial ability and fullness that the University should be organized upon the broadest basis, recommending the ultimate establishment of three departments,—one

of literature, science and arts, one of medicine, and one of law. He has been privileged above most men, in being permitted to live until he saw his expectations fully realized in the growth and development of the school system of the State, including all departments from the primary school to the University. Though Father Pierce is now in his eighty-fourth year, he retains much of the mental and physical vigor for which he was noted in his prime, and which, with the rare opportunities he enjoyed at the organization of the State government enabled him to build up for himself a monument of honor, and to lay, for the people, the foundation of a most beneficent system of public schools.

FRANKLIN SAWYER, JR.

Of the personal history of Franklin Sawyer, Jr., the second Superintendent of Public Instruction of Michigan, we have been able to learn but little. Mr. Sawyer came to Michigan about the year 1830, having graduated a short time previous from Harvard University, and entered upon the study of law in the office of General Charles Larned at Detroit. One of his associate students was Jacob M. Howard, with whom, upon being admitted to the bar, he formed a law partnership about the year 1832. He was afterwards a partner, at different times, with Samuel Pitts and Charles Cleland. Mr. Sawyer pursued the practice of law for a few years only, however, having in the meantime become one of the editors of the *Detroit Courier*, and afterwards of the *Detroit Daily Advertiser*, of which he was also one of the proprietors. He was a man of much public spirit, and did much to build up various enterprises, among which was the Detroit Young Men's Society, he being among its founders and its first president. His was a bright, sparkling nature, kind, generous and loving. He possessed fine literary taste, and as a writer he was pleasant, brilliant and forcible. On the expiration of Mr. Pierce's term of service as Superintendent of Public Instruction, Mr. Sawyer was appointed to that office, April 8, 1841, in which position he continued until May 8, 1843. Mr. Sawyer entered upon his duties, comprehending the vastness of the educational scheme laid out by the framers of the Constitution—the wide and varied scope of the system devised by his predecessor and adopted by the Legislature; conceiving the immense importance of a thorough acquaintance with the nature of that system, its adaptation to the wants of the people and its power to produce the greatest amount of good results, and to bestow most widely the greatest amount of benefits; appreciating the necessity of a supervision embracing the whole system, in its general and widest sense, and in the minute details of its practical operations through all its various agencies, and in all its different channels. The work of his hands was all important in its bearings upon the future educational career of Michigan. After the expiration of his term of office in Michigan Mr. Sawyer went to New Orleans, Louisiana, where he held for several years the office of Superintendent of Public Instruction. He afterwards removed to his early home at Cambridgeport, Massachusetts, where he resided until his death, which occurred many years since. Mr. Sawyer was the first among those who have been successively placed at the head of the educational system of our State to be called by Providence from the scene of his earthly labors. He is beyond the reach of worldly praise or blame; but it is conceived to be due to his memory, that his untiring industry and unchanging fidelity to the interests of education, should be made the subject of faithful record—a source of gratification to those who cherish the recollection of his services in life, and a memorial as well as an example to those who have been and who

will continue to be recipients of the benefit derived from the faithful performance of his public duties.

OLIVER CROMWELL COMSTOCK,

the third Superintendent of Public Instruction of Michigan, was born in Warwick, Kent county, Rhode Island, March 1, 1781. He was the son of Hon. Adam Comstock, one of the most respected citizens and influential legislators of his day. The early education of Dr. Comstock was acquired in the schools of Schenectady and Greenfield, New York. From his childhood he was known as a close student. He afterward entered the University of New York, and graduated from the medical department. For a short time he practiced medicine near Cayuga bridge, where he married Lydia Smith, daughter of Judge Grover Smith, of Seneca county. Following in the footsteps of his honored father, he early entered political life. He was the member of Assembly from Seneca county from 1810 to 1812; judge of Seneca county in 1812; the first judge of Tompkins county in 1817; member of the House of Representatives during the 13th, 14th, and 15th sessions of the United States Congress. He was ordained a Baptist minister at Washington, D. C., in 1820, but after retiring from Congress he resumed the practice of medicine at Trumansburg, New York, where he remained until 1828. During this period he organized churches at Trumansburg and Ithaca. In 1828 he gave up the practice of medicine and accepted a call to the pastorate of a church at Rochester. While pastor at Rochester, Dr. Comstock was deeply afflicted by the death of his wife. Sad, lonely, and heart-weary, with health impaired, he resigned his charge at Rochester in 1834, and sought change and rest. Visiting Washington he was elected chaplain of the House of Representatives and served during one term. He was then called to the pastoral charge of the First Baptist Church of Norfolk, Virginia, where he remained for nearly two years. On leaving Virginia, Dr. Comstock came to Michigan, and accepted the pastorate of a church in Detroit; preaching afterward as a supply to the churches in Ann Arbor, Jackson, Marshall and Coldwater. May 8, 1843, Dr. Comstock was appointed to the office of Superintendent of Public Instruction of Michigan, and immediately entered upon the duties of the office, serving therein until April 17, 1845. In the discharge of these duties Dr. Comstock faithfully labored for the best interests of the State, and his reports are filled with practical and fruitful suggestions, bearing the impress of the statesman and the Christian. In 1849 he was elected to the State Legislature as representative from Branch county, and here he manifested the same interest in the public weal and the advancement of the highest interests of the State, which had distinguished him in preceding years. Dr. Comstock was a man of commanding presence, tall and well proportioned, having a magnetic presence, and a voice which once heard was never forgotten; while everywhere, in the practice of his profession, on the judicial bench, in legislative halls, as the chief officer of education in the State, in the pulpit, the family, the social circle, he was the same courteous, warm-hearted, loving Christian gentleman. He died at the home of his son in the city of Marshall, Michigan, January 11, 1860, aged seventy-nine years; but he lives in the memory of many who will never cease to cherish his name, and in the undying influence of his noble life.

IRA MAYHEW,

who held the office of Superintendent of Public Instruction of Michigan from 1845 to 1849, and again from 1855 to 1859, was born in Ellisburg, Jefferson

county, New York, in 1814. He received a common school education and entered Union Academy at Belleville at the age of fourteen. In 1832 he commenced teaching school, and followed this calling with eminent success until 1836, when, finding his health considerably impaired, he made a voyage to Newfoundland. In 1837, he was appointed principal of the Adams Seminary, in which capacity he labored until the fall of 1841, when he was elected county superintendent of schools in his native county. At the expiration of his term of office in 1843 he removed to Michigan, where have been performed his most valuable labors for the promotion of educational interests. The people of the Peninsular State were neither slow to observe his qualifications nor backward in securing the services of his talents. He was first appointed principal of the Monroe branch of the University. April 17, 1845, he was nominated by the Governor and confirmed by the Legislature to the office of Superintendent of Public Instruction, being reappointed in 1847, and continuing in the office until March 28, 1849. Mr. Mayhew's labors in the department of education in Michigan commenced when there was neither union school nor normal school in the State, and contributed to the establishment of both. He personally dedicated the first union school in the State, and was present and aided in the organization of the first public school in the Upper Peninsula. He organized a large number of educational associations throughout the State, and for this purpose traveled hundreds of miles on horseback, often riding twenty or thirty miles a day, and addressing meetings of citizens in the evening. In the early part of 1849 he delivered, by invitation, a series of lectures on education, in the State Capitol, after which he was requested by the Legislature, then in session, to prepare and publish a volume containing the views set forth in his lectures. During this year he retired for a short time from public life, for the purpose of complying with the request of the Legislature. The volume of lectures, when issued, was entitled "Means and Ends of Universal Education," and was received by the general public, as well as by distinguished men of literature, with much praise and merited acceptance. In 1851 he published a work on "Practical Book-keeping," which has proved as a text-book very successful. In 1853 Mr. Mayhew was elected principal of Albion Seminary, in which position he remained until 1854, when he was elected by the people of the State to the office of Superintendent of Public Instruction. Mr. Mayhew entered upon the duties of this office January 1, 1855, serving very acceptably therein until January 1, 1859, having been re-elected in 1856. At the close of this, his fourth constitutional term as Superintendent of Public Instruction, Mr. Mayhew revised and republished his work on "Practical Book-keeping," and the same year he established the Albion Commercial College, which was afterwards removed to Detroit. In 1862 he was appointed to and accepted the office of collector of internal revenue for the third district of Michigan, which position he held until 1865, since which time he has devoted his labors to the management of his Business College at Detroit. To Mr. Mayhew is due much of the credit for the advancement of educational interests in Michigan, and not a few of those who now hold high places in the field of educational thought and labor unite in saying that the first inspiration for their life-work was gathered from his intelligent, earnest and devoted efforts in the cause of public instruction.

FRANCIS WILLETT SHEARMAN,

the fifth Superintendent of Public Instruction, was a native of Vernon, Oneida county, New York, where he was born June 20, 1817. In his nineteenth year

he graduated from Hamilton College. He was possessed of rare mental qualities, which were developed and cultivated by careful training. Recognizing his ability, Hon. H. R. Schoolcraft engaged him, shortly after his graduation, as an assistant in negotiating treaties with the Indians, and while thus employed he was first led to Michigan. In 1838 he located in Marshall, where he found congenial employment as editor of the *Michigan Journal of Education*, the official organ of the State Department of Public Instruction. In 1840 he became connected with the *Democratic Expounder*, published at Marshall, and as its principal editor soon gained high rank as an able, sagacious and forcible writer. In 1846 he was elected associate judge of the Calhoun county court with Judge Hall, of Battle Creek, which office he held until 1848. March 25, 1849, he was appointed to the office of Superintendent of Public Instruction; elected under the provisions of the new Constitution by the people in 1850 to the same office, and re-elected in 1852, continuing in the office until January 1, 1855, a period of nearly six years. The record of Mr. Shearman's services, as Superintendent, constitutes a noble monument to his name. His annual report for 1852 was the most able, comprehensive and valuable work on the school system of the State then extant, and was widely sought and quoted as authority upon the subject. At the close of his term of office as Superintendent of Public Instruction, Mr. Shearman resumed the editorial pen, and for the remainder of his life conducted the *Marshall Expounder*. He held, during this time, several important trusts in his city and county with such acceptance as to command the popular support through all political changes. Mr. Shearman took an active interest in all public affairs almost from the period when Michigan entered the Union until the time of his death, which occurred at Marshall, December 7, 1874. His name will ever be remembered by those who knew him, with feelings of kindest regard.

JOHN M. GREGORY,

Superintendent of Public Instruction from 1859 to 1864 inclusive, was born in Sand Lake, Rensselaer county, New York, July 6, 1822. From childhood he enjoyed the advantages offered to all Americans whose parents are industrious and moral. Like other children of such parents in the rural districts his education was not overlooked, and he was sent to the public schools in the summer, while young, and constantly in the winter until he reached the age of seventeen. The public schools of his native State had already been greatly improved, and he had opportunity to form and indulge his taste for reading by recourse to a district school library, of which he made good use. At the age of seventeen he began his career as a teacher in the district schools. In 1842, being twenty years of age, he entered the freshman class in Union College, having previously attended, for a short time, Dutchess County Academy at Poughkeepsie. Graduating as Bachelor of Arts from Union College in 1846, he devoted himself to the study of law for two years in the offices of Judges Paige and Potter at Schenectady, and in an office in Schoharie county. His clear perceptions, his studiousness, his logical mind, and his ready speech would have insured him great success as an advocate or jurist, but at this time, under the influence of what seemed to him a religious duty, he relinquished his plan of pursuing the legal profession, and entered upon the Christian ministry, his denominational relations being with the Baptist Church. Having spent a portion of his time, while completing his college and professional studies, in teaching public and elect schools in various places, among which may be mentioned Deposit and

Hoosac Falls, New York, it was very natural that he should find himself, as he did in 1852, at the head of a flourishing classical school in Detroit. While here, his labors in the school room, in teachers' associations, in the pulpit, and before Sunday-schools, soon gave him a conspicuous place among the friends of education in Michigan. In 1854, he in connection with several others, projected, and, under the auspices of the State Teachers' Association, established the *Michigan Journal of Education*, which was committed wholly to the editorial charge of Mr. Gregory in 1855, and edited by him alone for five years. Under his charge the *Journal* attained a wide circulation and a high character, a large portion of it being the product of his own pen. He also contributed much to other periodicals, educational and literary. In 1859 he entered upon his duties as Superintendent of Public Instruction, an office to which he was afterwards twice reëlected, serving in all six years. In this office his labors were arduous, well directed, and successful. Indeed, it was as Superintendent of Public Instruction that he became especially known as a man of broad views, accurate thought, and as an earnest, successful administrator. His six annual reports, making an aggregate of over four hundred pages, aside from their local and temporary value, express truths and opinions worthy of careful study. In 1865, having declined a renomination as Superintendent of Public Instruction, he accepted the presidency of Kalamazoo College, being called thence in 1867 to the regency of the Illinois Industrial University at Champaign, in which position he has since remained.

ORAMEL HOSFORD

was born in Thetford, Vermont, in May, 1820, and was the son of William and Linda Ellis Hosford. In 1834 he removed with his parents from Vermont to Oberlin, Ohio, where he received his education in the Theological Seminary. In 1844 he came to Michigan and entered Olivet College as its first Professor of mathematics and philosophy. In 1851 he was ordained a Congregational minister. In 1864 he was elected Superintendent of Public Instruction in which position he was retained for eight successive years. During this period he held a nominal position in Olivet College. In 1873 he returned to Olivet College, with which he is still connected as Professor of astronomy and natural philosophy, and instructor in mathematics. During Mr. Hosford's term of office a number of the most desirable reforms in the school system of the State were effected, principal among which was the abolition, in 1869, of the rate-bill law, and the consequent making of school privileges free to all alike. The county superintendency law was also enacted during his incumbency, and its greatest prosperity was reached under his administration. The annual reports of Mr. Hosford, embracing, as they do, a period of eight years during an important portion of the development of our educational system, contain much matter of general interest, and may be profitably consulted by the student of that system's history.

DANIEL BROWN BRIGGS

was born at Adams, Berkshire county, Massachusetts, February 13, 1829. His parents were natives of the same State. After pursuing for some years an academic course of study, he entered Williams College in 1844, from which he graduated in 1848. He immediately commenced the study of law, and was admitted in 1850 to practice in the courts of Massachusetts. About the close of that year his native town established, in compliance with legislative enact-

ment, a free high school, and Mr. Briggs was chosen to the principalship, which position he held for three years. During this time he also did service as a member of the school committee of the town. In March, 1854, he removed to Romeo, Macomb county, Michigan, and entered upon the practice of law. The following year he became Principal of the Dickinson Institute,—formerly a branch of the State University,—located at that place, and was connected with that institution for three years. During the years 1858, 1859, and 1860, he held the position of Superintendent of public schools of the city of Ann Arbor. From thence he removed to Jackson, where he held a similar position for five years. On leaving school work in the summer of 1865, he returned to Macomb county and engaged in farming. In April, 1867, he was elected County Superintendent of schools for Macomb county, and on the first of May following he entered upon the duties of that office, in which he served four years. During his last official term he was made President of the State Association of County Superintendents of Schools. He was director of the Romeo union school district for eight years. He also had charge of the public schools of Mount Clemens, the county-seat of Macomb county, for the school year 1871-72. In November, 1872, he was elected Superintendent of Public Instruction, which office he retained four years, having been re-elected at the close of his first term in 1874. In 1879 Mr. Briggs was appointed to the office of Deputy Secretary of State, which he still occupies.

HORACE SUMNER TARBELL

was born in Chelsea, Vermont, August 19, 1838. His father, Rev. Sumner Tarbell, was a member of the Vermont Conference of the Methodist Episcopal Church. He received his preparatory training in the seminaries of Vermont, and afterwards took a classical course at Wesleyan University, Middletown, Connecticut, graduating in 1859, third in a class of thirty-six. He then entered Belleville Seminary, Canada, as Professor of natural sciences, where he remained for three years. From 1862 to 1865, he was Principal of Farmer-ville County Grammar School, and the following year was Principal of Central Academy, McGrawville, New York. From 1866 to 1871, he was connected with the schools of Detroit, during a part of that time being a supervising principal of the Bishop and Duffield schools of that city. Mr. Tarbell organized the evening school at the Detroit House of Correction, in 1869, which awakened much interest among prison managers, as it was the first successful attempt at a regularly organized prison school. In 1871 he was chosen Superintendent of the public schools of the city of East Saginaw, which position he held for six years. In the fall of 1876, he was elected Superintendent of Public Instruction. September 1, 1878, Mr. Tarbell resigned this office and accepted the superintendency of the city schools of Indianapolis, Indiana, where he has since been located. Mr. Tarbell has held several offices in the National Educational Association, and was also President of the Michigan State Teachers' Association in 1875.

CORNELIUS ALBERT GOWER,

the present Superintendent of Public Instruction, was born at Abbot, Maine, in 1845. He entered Waterville College in 1863, but, coming to Michigan before graduation, he entered the senior class of the University in 1867. Graduating from the classical course in that year, he entered the law department in 1868. His tastes, however, inclined him to the profession of teacher. He

taught three seasons in Maine, one in Massachusetts, and one year in Ann Arbor; he was Superintendent of the schools at Fenton for three years; was County Superintendent of schools of Genesee county three and a half years; was Superintendent of the schools in Saginaw City four years; and was President of the Michigan City School Superintendents' Association in 1878. On the resignation of Superintendent Tarbell, in 1878, he was appointed by the Governor to the office of Superintendent of Public Instruction, being afterward elected by the people at the general election the same year and again in 1880.

III. DEPUTY SUPERINTENDENTS.

In 1859 an act was passed which gave authority to the Superintendent of Public Instruction to appoint a deputy. The necessity for such an officer had been presented to the Legislature in some of the reports of the preceding years, and had become quite apparent to all with whom the Superintendent's office was brought into relation. While the law made it necessary for the Superintendent to keep his office at Lansing, it was impossible for him to remain steadily in it. His duties called him into all sections of the State. Due preparation for labors in the field required much time and thought and labor, which no one could perform but himself. While he was engaged in this preparation; in active visitation of the schools; in attendance at institutes; in the delivery of lectures, he could not well perform the clerical work of the office. In providing for an assistant it was desirable that not only mere clerical aid be secured, but that such assistant be clothed with official powers, which he might exercise in case of the absence of the Superintendent, or should a vacancy in the office of Superintendent occur. Experience has proved the wisdom of the Legislature in providing for a Deputy Superintendent, and much of the success in the administration of duties connected with the Department of Public Instruction since the law referred to was passed, is attributable to that officer.

CORTLAND BLISS STEBBINS,

the first Deputy Superintendent of Public Instruction of Michigan, was born in Williamstown, Vermont, February 17, 1812. His earlier education was obtained in the public schools. At the age of eighteen he commenced writing for the local papers, supporting himself, meanwhile, as a cabinet maker. For a short while he attended school at the Montpelier Academy. At the age of twenty-one he was appointed to an office in the State Legislature. He afterward went to Buffalo, New York, and entered a law office, where he remained about a year. In 1842 he removed to Adrian, Michigan, and engaged in the furniture business. He soon afterwards became connected with the *Michigan Expositor*; which he edited until 1850. During a part of several succeeding years he held relations with the Postoffice Department as a special agent. In 1855 he held the office of supervisor in the city of Adrian. In 1856 he was appointed by the Commissioner of the State Land Office to investigate depredations on the pine lands belonging to the State in several northern counties. In October, 1857, he was engaged by the publishers of the *Lansing Republican* as editor of that paper, and he immediately afterward removed to the Capitol of the State, where he has since resided. During the time he was engaged in editing the *Lansing Republican*, he also acted as private secretary to Governor Kinsley S. Bingham. He resigned these positions during the next summer

and July 1, 1858, he entered the office of the Superintendent of Public Instruction as a clerk, under Superintendent Mayhew. The following winter, the office of Deputy Superintendent of Public Instruction was created by the Legislature, and Mr. Stebbins was appointed by Superintendent Gregory to fill the same. To this office he was successively re-appointed by Superintendents Hoshford, Briggs and Tarbell. July 1, 1878, he resigned the office, having faithfully and worthily held it for almost twenty successive years.

WILLIAM LOCKE SMITH,

the present incumbent of the office of Deputy Superintendent of Public Instruction, is a native of Parke county, Indiana, where he was born January 20, 1844. His father, Rev. William H. Smith, was one of the early pioneer preachers of the Methodist Episcopal Church in southern Indiana and Illinois. In his younger days Mr. Smith did not have the opportunity of attending school, but the lack was made up by the faithful teaching of his mother. In the fall of 1859 he entered Indiana Asbury University, at Greencastle, where he pursued collegiate studies for some time. During the war of the Rebellion he enlisted for three months in the 55th regiment of Indiana volunteers, and on the expiration of his term of service in that regiment, he re-enlisted in the 115th regiment, Indiana volunteer infantry. At the close of the war, in 1865, he engaged in teaching school, which calling he followed for several years. Having, in the meantime, given his attention considerably to the study of music, in 1869 he entered the musical profession as a teacher and conductor of conventions. In 1873 he was engaged as special teacher of music in the public schools of Chillicothe, Ohio, where he remained two years. In 1874 he accepted the position of special teacher of music in the public schools of East Saginaw, Michigan. In 1876 he accepted the position of special teacher of music in the Saginaw city schools in addition to his engagement in East Saginaw, and consequently he thereafter divided his time equally between the schools of the two cities. In 1878, on the resignation of Mr. Stebbins, as Deputy Superintendent of Public Instruction, that office was tendered him by Superintendent Tarbell, and accepted. He was afterwards re-appointed by Superintendent Gower. Since his connection with the office he has, in addition to his official duties, prepared and published a text book on music for use in public schools, entitled the "Practical Music Reader," which has met with a very cordial reception on the part of the educational public. Mr. Smith has also written much for the columns of the press, and has conducted the educational department of the *Lansing Republican* for several years.

TEACHERS' ASSOCIATIONS.

The present liberal school system of Michigan is largely due to conventions and associations held in the interest of education. These agencies have enlarged the views of teachers, enlightened public sentiment, and indicated and secured legislative action. They have also done much to improve school instruction and management. A review of these agencies is, therefore, an important part of the history of educational effort and progress in the State.

I. EARLY CONVENTIONS AND ASSOCIATIONS.

The first educational convention in Michigan, of which we have been able to find any account, was held in Detroit, commencing January 3, 1838. This convention owed its existence mainly to the influence of Superintendent Pierce. It continued its sessions during three days, and finally organized a society, called the "Michigan Literary Institute." It is probable that this society died soon after its birth, as no further records or traces of it can be found.

In 1839, common school associations were formed in the counties of Calhoun, Branch, St. Joseph, and perhaps in others, but these organizations, so far as appears, accomplished very little.

Several teachers' associations and educational societies were formed during the years 1845 and 1846, while Ira Mayhew was Superintendent of Public Instruction.

A convention of delegates from various county societies met at Ann Arbor, June 23, 1847, and organized the "Michigan State Educational Society," and made it auxiliary to a society of the same nature formed in the previous year at Chicago. Among those who delivered addresses at this meeting at Ann Arbor were General Cass, Gov. Felch, Superintendent Ira Mayhew, and E. C. Seaman. Among the officers were Rev. G. L. Foster, recently deceased, and Dr. J. A. B. Stone, of Kalamazoo. Two annual meetings were held by this Society, one at Jackson in 1848, and one at Lansing in 1849, and then, apparently, it went "the way of all the earth" and was heard of no more.

II. STATE TEACHERS' ASSOCIATION.*

Immediately following the formal opening of the State Normal School, at Ypsilanti, in 1852, a State Teachers' Institute was held, during the progress of

* For this account considerable credit is due Prof. D. Putnam of the State Normal School, much of it having been copied from his "Sketch of the History of the Michigan State Teachers' Association," published in 1877.

which the subject of organizing a State Teachers' Association was freely and fully discussed, and the general sentiment of those present was found to be favorable to the formation of such a society. A committee was accordingly appointed to give the matter more careful consideration. This committee reported at a meeting of the members of the institute, held October 12, 1852. Prof. Welch, who was one of the most active and influential leaders in the movement, explained briefly the objects and designs of a teachers' association. J. E. Bateman then offered the following preamble and resolution, which were adopted :

"WHEREAS, The cause of education in this State demands efficient organization to advance its various interests, and to secure greater harmony and concert of action among its friends; therefore,

"Resolved, That we who subscribe our names to this resolution hereby form ourselves into a State Teachers' Association, which shall be auxiliary to the Superintendent of Public Instruction and the State Normal School."

Under this resolution, as a preliminary and temporary constitution, officers were elected, committees appointed, among these one to prepare the draft of a constitution to be presented at the first meeting in 1853, and arrangements were made for the exercises of the next session of the Association.

In the calendar of the Association this meeting is reckoned as the first annual meeting, and October 12, 1852 may be properly regarded as the birthday of the organization. The officers elected at this time were: A. S. Welch, president; Miss A. C. Rogers and H. B. Thayer, vice presidents; John Horner, recording secretary; J. M. B. Sill, corresponding secretary; Henry Cheever, treasurer.

The next meeting, known as the second annual meeting, was held at Ypsilanti, in connection with a teachers' institute, commencing March 29, 1853. The sessions of the Association alternated with those of the institute, continuing until April 8. A constitution was reported by the committee, discussed and adopted. Prof. Welch was re-elected president, and among the other officers occur the names of Joseph Estabrook, J. F. Nichols, and J. M. B. Sill who still remain among us, vigorous and active in every good educational work.

A semi-annual meeting was held at Kalamazoo, commencing September 29, of this year. This meeting, like the previous ones, was in connection with an institute, the sessions of the institute occupying the mornings, and those of the Association the afternoons and evenings of five days. Thus far the sessions of the Association had been held in close connection with teachers' institutes. The Association was, in some respects if not in all, secondary and subordinate to the institute, and its exercises evidently partook largely of an institute character. It was now determined to cut loose from institutes and to try the experiment of an independent meeting at the next annual gathering. It was felt that there was enough of vigor and strength in the organization to go safely and successfully alone.

The third annual meeting was held in Detroit, commencing April 18, 1854, and the Association presented itself for the first time in its own peculiar and proper character. The meeting was enthusiastic and successful. Among the most prominent and active members present were A. S. Welch, J. M. Gregory, E. O. Haven, J. Estabrook, Rev. C. A. Leach, J. F. Cary, L. H. Fisk, Levi Bishop and A. L. Bingham. Horace Mann, of Massachusetts, delivered an address on "Teachers' motives," and participated largely in the discussions upon the various papers and reports. Henry Barnard, of Connecticut, was also present, and helped to increase the interest and value of the sessions. Rev. J. M. Gregory was elected president.

The semi-annual meeting of 1854 was held at Marshall, commencing August 15, and continuing three days. The question of religious instruction in the public schools was very vigorously and warmly discussed. Among the most active members and visitors present were President Gregory, Professors Haven, Welch, Boise, Stone, Levi Bishop, J. Van Arman, Rev. Mr. Trowbridge, of Marshall, and Dr. Solger, of Boston, who delivered a lecture on history.

The fourth annual meeting was in the city of Ann Arbor, April 22 to 24, 1855. The sessions were largely attended, and the tone and spirit of the meeting were vigorous and hopeful. The special feature of the occasion was a protracted and animated discussion of the subject of the co-education of the sexes, introduced by a report presented by D. Putnam, then of Kalamazoo. Among those who took part in the proceedings by way of addresses, papers or discussion, were President Gregory, Ira Mayhew, Superintendent of Public Instruction, Professors Haven, Welch, Nutting, Estabrook, Chandler, Boise, D. Putnam, Stone, Dunlap, Winchell, Hubbard, Frieze, Miss A. C. Rogers, and Miss H. Cutcheon. Prof. Joseph Estabrook, of Ypsilanti, was chosen president.

The semi-annual meeting of 1855, held in Jackson, December 26, was thinly attended on account of the unusual severity of the weather. The cold, however, did not chill the good spirit and enthusiasm of the faithful few who were present in spite of the arctic temperature. The names of Estabrook, Gregory, Welch, Nutting, Putnam, Ripley, Newcomb, Hubbard, Botsford, Tenney, Mahan, and a few others, are found in the reports of the exercises. The most important discussions occurred upon a plan for the study of the English classics, reported by Prof. Welch, and upon a report presented by Mr. Gregory, advocating the system of county superintendency of schools.

The fifth annual meeting took place at Ypsilanti, August 18, 19 and 20, 1856. The attendance was large, and the sessions were unusually interesting. Addresses were delivered by Professors J. R. Boise, of the University, Travis, of Delaware, and Estabrook, of Ypsilanti. Papers or reports were read by Professors Tenney, Winchell, Gregory, Haven, and Miss M. S. Gilpin, of Philadelphia. Among those who participated in the discussions were Professors Haven, Welch, Stone, Gregory, Abbot, Tenney, Hosford, Hinsdale, Estabrook, Northrop, Nutting, and Superintendent Ira Mayhew. Dr. J. A. B. Stone, of Kalamazoo, was elected president. Among the other officers appear the still well known names of Sill and Bellows. The county superintendency of schools and the study of natural history were prominent topics of debate.

The semi-annual meeting of 1856 commenced December 24, at Battle Creek. At this session the Association was incorporated under a general law of the State which had been enacted by the Legislature in 1855. A large part of the time of the meeting was occupied in the discussion of subjects connected with school legislation, among them the county superintendency, and a proposed law in relation to the funds derived from the sale of "swamp lands," so-called. Most of the active members of the Association were present and took part in the proceedings. Among the newer members were D. P. Mayhew, of Ypsilanti, E. Olney and G. M. Dewey.

The sixth annual meeting was held at Adrian, commencing August 18, 1857, and continuing three days. Papers were read by T. C. Abbot, E. J. Boyd, F. Hubbard, E. W. Chesebro, Rev. J. M. Gregory, and Superintendent Ira Mayhew. Lectures were delivered by Dr. Mahan and Dr. Stone, and a poem was read by J. M. B. Sill. Franklin Hubbard, of Adrian, was chosen president.

The semi-annual meeting of 1857 was held at Ann Arbor, December 29 and

30, occupying but two days instead of three, as had been the custom hitherto. Papers or addresses were read by E. L. Ripley, Miss H. M. Cutcheon, O. Hosford, D. Putnam, A. Winchell, and Rev. L. D. Chapin. The sessions were closed by a social meeting, characterized by toasts, pleasant speeches, and great good humor. Among those who participated freely in the discussions were Dr. Tappan, then President of the University, Dr. Chapin, of Ann Arbor, Rev. G. L. Foster, of Ypsilanti, D. McIntyre, T. C. Abbot, O. Hosford, R. Nutting, J. M. Gregory, A. Winchell, A. S. Welch, E. Tenney, G. M. Dewey, E. C. Seaman, Dr. Palmer, of the University, Hon. J. D. Pierce, and Levi Bishop, of Detroit.

The seventh annual meeting was held at Niles, August 17 and 18, 1858. The attendance at this meeting was small, but the sessions were full of earnestness and activity. The most important discussions took place upon the subject of "Free schools," introduced by a paper read by Mr. W. F. Munson, of Howell, and upon "The relation of the sexes in education," introduced by a paper read by Mrs. Stone, of Kalamazoo. Addresses were delivered by the President, Prof. Hubbard, and by Rev. Dr. Dempster, of Evanston, Ill. Prof. A. Winchell, of Ann Arbor, was elected president for the next year. The semi-annual meeting of this year was held at Jackson, December 27, 28, and 29, 1858. The opening address was delivered by J. M. Gregory, who had been elected Superintendent of Public Instruction, and who was about to enter upon the duties of office. The most vigorous debate of the sessions occurred upon the question of "Uniformity of text-books" in schools. District in place of township libraries were recommended. Papers were read by E. L. Holden, U. W. Lawton, and Miss Swartwout. A meeting of school directors took place in connection with this meeting of the Association. The sessions were closed by a very entertaining reunion.

The eighth annual gathering of the association took place at Pontiac, August 16, 17, and 18, 1859. A full report of the "transactions" of this meeting was published in pamphlet form by order of the Association, together with a brief history of the Society up to that time. The report says "the session was attended by a very respectable number of teachers, and by unusual numbers of citizens" of the village and surrounding country. It was the first meeting held north of the Central Railroad, and a most generous hospitality was extended by the people of Pontiac. Prof. H. S. Frieze, of the University, delivered an address upon "The practical and useful;" Dr. E. O. Haven, of Boston, upon "The American system of education," and Prof. A. Winchell, of the University, upon the topic "What makes the successful teacher?" Papers were read by J. Richards, D. B. Briggs, and L. R. Fiske. The subjects which called out the most interesting and animated discussions were the "Library system of the State," and "Moral and religious instruction in schools." The Association voted to discontinue the semi-annual meeting which had thus far been held each year during the holidays, and determined to hold its annual gatherings in the month of August. Prof. E. J. Boyd, of Monroe, was elected president.

The ninth annual meeting occurred at Ypsilanti, Aug. 21 to 24, 1860. The formal addresses during the session were by Rev. Hogarth, of Detroit, on the "Use of the affections as a mental stimulus;" by Prof. A. S. Welch on "The natural system of instruction;" and by Dr. Thomas Hill, then President of Antioch College, on "The true order of studies." Papers were read by J. J. Sadler, Silas Betts, J. F. Carey, Miss A. C. Rogers, E. Danforth, and E. Olney. A report on "Reforms in school laws" was presented by Superintendent J. M.

Gregory, and on "Text-books" by Prof. T. C. Abbot. A vigorous and lively discussion was had upon the question of "Prizes in schools," and the topics of some of the papers called out interesting debates. Prof. E. L. Ripley of Jackson was chosen president; and among the other officers are a few names still well known as teachers in our State—E. Olney, J. M. B. Sill, O. Hosford, T. C. Abbot, D. Putnam. Yet in examining the records and proceedings of twenty years ago, one is forcibly reminded of the fact that most of the active members of that time have disappeared from our ranks, and many of them from our State. The compensation is found in the new and fresher blood which, from year to year, has flowed in to give a quickened life to the old current.

The tenth annual meeting was held at Kalamazoo, commencing Tuesday evening, August 20, 1861, and closing the Friday following. Addresses were given by Prof. E. L. Ripley, President Fairfield, and Dr. Tappan, of the University, and Superintendent Wells, of Chicago. Papers were read by Superintendent Gregory, Professors Welch, Boise, Olney, Halbert, and Miss Hoppin. Interesting reports on assigned topics were presented by Professors Sill, Payne, Ripley, and Hosford. The debates were animated and profitable; and the sessions were closed by a spirited and patriotic discussion upon the "Duty of the teacher to his country." Prof. J. M. B. Sill was elected president.

The eleventh annual meeting was held at Hillsdale, August 19, 20, and 21, 1862. Hon. Newton Bateman, of Illinois, delivered an address and took an active part in the discussions. President Fairfield also gave an address entitled "Utopia and Utopian schools," and another upon the "Dignity of the teacher's office." Professors J. Goodison, O. Hosford, and Saddler read papers. Prof. A. S. Welch delivered lectures on "Object Lessons," on "Nature, the teacher's guide," and on "School discipline." The records show a comparatively limited attendance, and indicate that a very large proportion of labor fell upon a few "always prepared" and earnest workers. The state of the country naturally claimed a share of the time and attention. Hon. E. B. Fairfield was made president, and the time and place of the next meeting were referred to the executive committee.

The twelfth annual meeting took place at Marshall, commencing August 18, 1863, and closing August 20. In the absence of President Fairfield, Vice-President W. S. Perry presided. Hon. William Warren delivered an introductory address upon the "Relations of higher education to civilization and culture." Hon. J. M. Gregory gave an address on "Grades in education." Rev. S. J. Rogers of Battle Creek, lectured on "William of Nassau and of Orange." Papers were read by Prof. E. A. Strong on "Algebra," by Dr. Stone on "The sphere of the voluntary in the educational work," and without any introductory paper, the subject of "Marking and reporting" was freely discussed by several gentlemen. The number of members present was not large. Prof. O. Hosford, of Olivet, was elected president, and the Association decided to hold its next session upon the first Tuesday of July instead of the usual time in August, hoping by the change to increase the attendance and the interest in the exercises.

The thirteenth annual meeting occurred at Ann Arbor, opening July 5, 1864. Hon. J. M. Gregory addressed the Association on the "Relation of Christianity to education," and Prof. S. S. Green, of Rhode Island, lectured upon the same subject with reference to its practical applications. Prof. Green also gave an informal lecture upon "Grammar." Dr. Haven, of the University, gave a lecture upon the "Importance of public schools." Prof. W. H.

Payne read a paper in relation to the establishment of an "Educational Journal," and resolutions were passed favoring the publication of such a journal at the earliest practical moment, but declining to pledge the credit of the Association, in any way, in behalf of the enterprise. Resolutions were also adopted recommending the establishment of training classes for teachers in connection with the high schools throughout the State, and the opinion was repeated that the interests of the schools demanded a county system of supervision. Prof. D. Putnam, of Kalamazoo, was chosen president.

The fourteenth annual meeting took place in Detroit, commencing July 11, 1865. Lectures or addresses were delivered by Prof. A. Winchell on "How to teach the natural sciences;" by President J. M. Gregory on the "Organization and government of schools;" by Prof. Whipple, of Hillsdale, upon "Reading." President Gregory also gave an address on the "Relations of the common schools to the higher schools." Prof. J. Goodison read a paper on "Geography," Prof. Sill on the general subject of "Instruction," Miss M. L. Rice on "Education a test, not a creator of power," Miss Thayer on "How to teach playing," and Superintendent O. Hosford on "Educational forces."

Prof. Payne read a report in relation to an educational magazine, which, after an animated discussion, was referred to the Executive Committee. The "Library system of the State" was quite fully considered and debated, and the subject was referred to a special committee to report at the next annual meeting. The same action was taken upon the question of the county superintendency. The Association, after some discussion, voted to hold its annual meetings, in future, during the "holiday week," between Christmas and New Year's. Prof. W. H. Payne was elected president.

In accordance with the vote of the Society, the fifteenth annual meeting was held six months after the last preceding one, opening December 26, 1865, at Battle Creek. This year has, consequently, the distinguished honor of embracing two annual gatherings of the teachers of Michigan. The attendance from certain portions of the State, and of some classes of teachers, was large, and the sessions generally were full of interest. The president, Prof. Payne, gave an introductory address. President Abbot, of the Agricultural College, lectured on "The study of words;" President Richard Edwards, of the Illinois Normal University, on "Sources of personal influence;" President Gregory, of Kalamazoo, on "The life and character of Dr. Francis Wayland." Miss Ruth Hoppin read a paper on "The causes of failure in teaching;" and the subject of "Elocution" was presented by Prof. A. A. Griffith and Prof. Mark Bailey, of Yale College. "Reading" was discussed by President Edwards, and "Music" by Prof. P. P. Bliss, of Chicago. The "self-reporting" system in schools was vigorously discussed by several members, and among the resolutions was one favoring the township as a single district in preference to the present system. The sessions were closed with a social entertainment at which refreshments, short speeches, and general good cheer were pleasantly intermingled. Prof. W. H. Payne was re-elected president.

The sixteenth annual meeting was held at Kalamazoo, December 26 to 28, 1866. Dr. E. O. Haven delivered an introductory lecture on "The school, the pulpit, and the press." Rev. Geo. B. Jocelyn lectured on "Woman—her education." Prof. J. A. Banfield read a paper on "The teachers of our common schools and the facilities for their professional education." A paper prepared by Prof. Ten Brook, of the State University, was read by Dr. Haven, the author being absent on account of sickness. Prof. E. Olney, of the Uni-

versity, read a paper entitled "An inquiry into the influence of mathematical studies upon the mind." Prof. Ripley, of the Normal School, presented the subject of "Drawing," Prof. J. Bengal read a paper on the "Co-education of the sexes," and Prof. A. A. Griffith gave, as a closing exercise, a literary and elocutionary entertainment. Prof. D. P. Mayhew was elected president of the State Association.

The seventeenth annual meeting, being the meeting for 1867, was held at Lansing, commencing January 1, 1868. Prof. A. Winchell opened the sessions with a lecture on "The uses of science;" Prof. Sill delivered a lecture on "The effect of teaching upon teachers;" Prof. Hewitt, of Olivet College, read a paper entitled, "A plea for a high standard of scholarship;" Prof. Payne, on "Normal instruction;" Prof. H. L. Wayland, on "The authority of the past in matters of education," and Miss A. C. Rogers on "Orphan asylums and Freedmen's schools." These papers were subsequently published in pamphlet form so far as they could be secured. Discussion was had upon the question, "Should the state compel the education of her children?" A resolution favoring the abolition of the "rate bill" was adopted. It was determined to hold the next meeting at Adrian. Prof. H. L. Wayland, of Kalamazoo, was chosen president.

The eighteenth annual gathering was held in Adrian, opening Tuesday evening, December 29, 1868. The county superintendents also held a meeting at the same place, and, during a portion of the time, the two bodies united in joint session. Superintendent Hosford gave an address to the united Associations on "The relations of the different parts of our educational system." Prof. Wayland gave a lecture on "Woman and her destiny;" Prof. Griffith on "Elocution." Prof. L. McLouth, of Battle Creek, read a paper on "Primary teaching and the means of its improvement." Miss Julia A. King, on "Teaching outside of text-books." President Abbot upon the "Study of English grammar," and Miss G. Webb on "Parental influence." Some of the papers called out spirited discussions and naturally developed a wide divergence of opinions. "The results of the county superintendency" were considered, and a resolution was passed favoring the establishment of another Normal School, and another favoring the admission of women to the University. President T. C. Abbot, of the Agricultural College, was elected president for the next year, and the Association adjourned to meet in Saginaw City.

In accordance with adjournment, the nineteenth annual meeting was held at Saginaw City, December 28, 29, and 30, 1869. The meeting of the county superintendents occurred at the same time, and a portion of the exercises took place in joint session. Superintendent Parker of Oakland county read a paper in joint meeting on the "County superintendent's relation to school reform," and a joint discussion was had upon the question of "Compulsory education." Superintendent Ford, of Berrien county, read a paper upon this topic. Superintendent D. Doty, of Detroit, delivered an address consisting of "Suggestions to teachers." Prof. Daniel Putnam, of the Normal School, read a paper on the "Relations of teachers to the insane." Miss Harriet Barnes, of Mason, on "Examinations at the close of terms of school." Prof. H. S. Frieze of the University gave an address on "The relation of Greek and Roman to modern liberal education," and Prof. Darrow, of the Normal School, read a paper on "Methods of teaching Latin and Greek." Miss Ruth Hoppin, of the Normal School, read a paper on "A woman's college," and a paper prepared by Mrs. C. A. Cleveland, of Lansing, upon the "Education of women" was read by Pres-

ident Abbot. Prof. A. A. Griffith gave a conversational lecture on "Elocution and reading." Prof. J. Estabrook, of East Saginaw, read a paper on "The Bible in schools," which occasioned a very vigorous and protracted discussion. The sentiment of the Association, as a whole, was found to be strongly adverse to the exclusion of the Bible from our schools by any legal enactments. The Association decided to hold a meeting at some time during the following August. Superintendent Duane Doty of Detroit was elected president.

Pursuant to action at the nineteenth annual meeting a special session was held at Grand Rapids, August 10, 11, and 12, 1870. A meeting of the county superintendents had been held on the previous days of the same week, which was fully attended and of considerable interest in the character of its papers and discussions. The association was addressed by Rev. C. H. Brigham, of Ann Arbor, on "Words and their uses;" by Prof. A. A. Griffith on "Elocution and gymnastics combined;" and by Z. R. Brockway, of Detroit, upon "The influence of education upon crime." Valuable papers were read, by Prof. E. A. Strong, of Grand Rapids, upon "A high school course of study;" by Miss Kate Brearley, of Lansing, on "The force of human nature;" by Prof. H. S. Tarbell, of Detroit, on "The teacher's personal danger;" and by Prof. E. A. Fraser, of Kalamazoo, on the subject, "Teaching; by whom, when, and where." Some of these papers were quite thoroughly and vigorously discussed. A committee of five was appointed to report at the next annual meeting a course of studies for graded schools. The resolutions reported gave occasion for a very animated debate, and were modified in several points before adoption. The Association adjourned to meet at Ypsilanti in December of the same year.

The twentieth annual meeting was held at Ypsilanti, December 26, 27, and 28, 1870. Addresses were delivered by Prof. A. A. Griffith, on "Elocution;" by E. G. D. Holden, of Detroit, on "Mrs. Grundy;" and by L. T. Ives, of Detroit, on "Art and its relations to education." A paper was read by Prof. W. H. Payne, on "The relations of the University to the high schools of the State." This paper gave occasion for a protracted and somewhat exciting discussion. A paper was presented by Prof. J. E. Jacklin, of Detroit, on "The spirit of the school;" one by Prof. J. F. Nichols, of Detroit, on "The relation of a principal to his school;" and one by Prof. Hardy, of Owosso, on "The means and ends of education." The resolutions reported received more attention than usual, and some of them were adopted after amendment. Consideration was given to normal instruction in general, and to the question of a normal department in the State University. Some differences of opinion were developed touching these subjects. Duane Doty, of Detroit, was reelected president, and the time and place of the next meeting were referred to the executive committee. A small meeting of the county superintendents took place in connection with this meeting of the Association, only sixteen of the fifty-two superintendents being present.

The twenty-first annual meeting took place in the city of Detroit, opening December 27, 1871. Prof. A. A. Griffith delivered an address entitled, "Practical elocution defined and illustrated;" Prof. I. M. Wellington, of Detroit, read a paper upon "The teacher's ideal;" Miss D. E. Henry, of Grand Rapids, on "Our work;" Prof. H. D. Harrower, of Paw Paw, on "Our union schools;" D. C. Scoville, of Bay City, on "The manhood of strength and gentleness;" and Prof. W. B. Silber, of Detroit, gave an address upon the subject, "Education inseparable from civilization." Short speeches were

made by Hon. J. D. Pierce, Prof. Joseph Estabrook, and W. D. Wilkins, of Detroit. Prof. J. F. Nichols, of Detroit, was elected president.

The twenty-second annual session occurred at Jackson, December 26, 27 and 28, 1872. The attendance was large, and the exercises, as a whole, were of a high character. Addresses were delivered by President J. B. Angell, of the State University, on "The reflex influence of the teacher's profession;" by Prof. J. M. B. Sill on "The natural sciences;" by President T. C. Abbot on "Novels and novel reading," and by Prof. C. A. Kent on "The relation of the State to the schools." Papers were read by Prof. U. W. Lawton, of Jackson, on "Preparation for the University;" by Prof. W. S. Perry, of Ann Arbor, on "High schools;" and by Prof. J. Estabrook, Principal of the State Normal School, on "Normal schools." Some profitable discussion followed the reading of some of the papers. Resolutions introduced by Mr. G. B. Stebbins, of Detroit, in relation to the importance and value of scientific and practical education, were unanimously adopted. President J. B. Angell was chosen president of the Association.

Before adjournment it was voted to accept the invitation of the Ohio State Teachers' Association to hold a joint meeting at Put-in-Bay, July 2 and 3, 1873. The meeting was held accordingly, but was regarded by the Michigan Association as an informal one, so far as it was concerned, and no report of the proceedings appears upon the records. It will not be improper to state, however, that members of the Michigan Association bore an honorable part in the exercises. President Angell delivered an address upon "The philosophic study of literature;" D. Putnam read a paper on "The common schools historically considered," and Prof. E. A. Strong on "Preparation for the high school." Professors Olney, Sill, Doty, Bellows, and others took part in the discussions.

The twenty-third annual sessions were held at Ann Arbor, occupying December 30 and 31, 1873. The transactions were subsequently published in pamphlet form and generally distributed among the members of the Association. The teachers were welcomed to Ann Arbor and to the University by President Angell. A paper was read by Superintendent W. H. Payne, of Adrian, upon the "Old and the new in education." The discussion of the topic was introduced by Prof. Daniels of Grand Rapids. Miss Kate Brearley, of Kalamazoo College, presented a paper upon "Systematic resting." Prof. Z. Truesdel, of Flint, read a paper on "Normal instruction in high schools," and Prof. Bellows, of the Normal School, read a brief paper upon the same subject. Judge James V. Campbell, of Detroit, delivered an address upon "The results of teaching." Miss Ruth Hoppin, of the Normal School, read a paper entitled "The schoolmaster." Prof. Sill delivered an illustrated address upon "The study and teaching of zoölogy." Prof. O. B. Curtiss read a paper on "Educational hindrances," which was discussed by Prof. H. S. Tarbell and others. Superintendent D. B. Briggs read a paper on "Teaching common things." Prof. Hewitt, of Olivet College, gave a closing address upon the subject, "What shall we demand of our colleges!" Prof. Daniel Putnam, of the State Normal School, was elected president.

The twenty-fourth annual meeting of the Association convened at Kalamazoo December 28, 1874, and continued its sessions until the evening of the 30th. An address of welcome was made by Dr. Chapin, president of the school board of Kalamazoo, to which the president replied on behalf of the Society. President Angell, of the University, gave an address on "The philosophic study of literature;" Prof. J. M. B. Sill, of Detroit, gave an illustrated lec-

ture on "Natural history;" Prof. Hilgard, of the University, discussed the topic, "How to teach natural science to children," and was followed by Prof. McLouth, of the Normal School, upon the same subject. Prof. Beal, of the Agricultural College, also advocated the study of "Natural history," and illustrated his method of teaching it. A paper on "Examinations: their purpose and methods," was presented by Prof. Edward Olney, of the University, and discussed by several gentlemen. Prof. J. C. Jones, of Pontiac, read a paper entitled "What preparatory work the high schools can do," which called out an interesting debate. Prof. D'Ooge, of Ann Arbor, presented the subject, "What the University and colleges ask of the high schools." Prof. Babcock, of Mt. Clemens, read a paper on "The independent work of the high schools," which elicited considerable animated discussion. Prof. A. George, of Kalamazoo, presented an essay on the "Culture of teachers outside of their professional work;" Miss Lucy A. Chittenden, of Ann Arbor, read a paper on "School work in its relations to the moral and religious nature of the pupils," and Prof. J. Estabrook, of the Normal School, presented the subject of "Teaching reading practically considered," which topic was also discussed by Prof. Sill. Resolutions were reported and adopted recognizing the unity of the educational work in our State, endorsing the action of the authorities of the University in receiving students from approved high schools without the usual examinations, and recommending the adoption of some measures to secure uniformity in the courses of study and grading of the public schools. Superintendent H. S. Tarbell, of East Saginaw, was chosen president, and the Association adjourned with brief addresses from the out-going and in-coming presidents.

The Association held its twenty-fifth annual meeting at Grand Rapids, December 28, 29, and 30, 1875. The Society was welcomed to the city by Henry Fralick, President of the Board of Education, and a reply to the welcome was made by President Tarbell. Prof. C. A. Kent, of the law department of the University, delivered an address on "The origin and extent of the duty of the state to educate." President Tarbell made an address in which he sketched the outlines of a system suitable, in his judgment, for the schools of Michigan, and also presented some practical suggestions in respect to the management and organization of the State Teachers' Association. The suggestions and recommendations were referred to two committees, one to report during the sessions, the other at the next annual meeting. Gov. John J. Bagley and Rev. D. C. Jakes addressed the Association in relation to the "Centennial Educational Exhibit" at Philadelphia. H. A. Ford, of Kalamazoo, read a paper on "The relation of social science and education;" Miss S. J. Pyne, of Grand Rapids, on "Preparation for teaching;" Prof. F. H. Pease, of the State Normal School, on "Teaching music to children;" Miss Julia A. Stanclift, of Kalamazoo, on "Development of the perceptive faculties;" Prof. Daniel Putnam, of the Normal School, on "The kindergarten;" Prof. W. L. Smith, of East Saginaw, on "A plea for vocal music in public schools;" Supt. D. Bemis, of Coldwater, on "The outside and inside dangers of our schools;" Rev. J. S. Goodman, of East Saginaw, representing the State Board of Health, on "School hygiene;" Miss M. L. Coe, of Grand Rapids, on "Physiology in schools," and Mrs. A. J. Field, of South Haven, on "Heart and home education." C. K. Backus, of Detroit, in an address, gave "An outside view of the public schools," and Rev. D. W. Love, of East Saginaw, in an evening lecture, discussed "President Grant and our public schools." Prof. G. D. Herrick, instructor in music in the schools of Grand Rapids, illustrated, by means of a

class of children, his method of teaching vocal music. Brief addresses, upon a variety of topics, were made by Mayor Pierce, of Grand Rapids, Rev. J. Morgan Smith, and Dr. C. B. Smith, of the same city. Rev. Dr. Jocelyn, of Albion, spoke upon the question of "The Bible in schools." Prof. E. Olney, on behalf of one of the committees, reported upon some of the suggestions of the President's address, and made recommendations which were adopted by the Association. Among the resolutions adopted was one urging the necessity of increased facilities for the proper preparation of teachers for their work. Prof. W. S. Perry, of Ann Arbor, was elected president, and the executive committee was appointed, in accordance with the vote of the Association, so as to represent the various educational interests of the State.

The twenty-sixth annual meeting was held in Lansing, December 26, 27, and 28, 1876. S. D. Bingham, President of the Lansing School Board, gave an address of welcome which was responded to by the president of the Association. Dr. J. M. Gregory, Regent of the Illinois Industrial University, delivered an address on "An ideal school system for an American State." Addresses were also delivered by Dr. J. B. Angell, President of the State University, on "Our denominational colleges and the State University;" and by Superintendent of Public Instruction D. B. Briggs on "Our common schools." Rev. D. C. Jaccokes, Educational Commissioner of the State at the Centennial Exposition, gave a lengthy oral report on Michigan's educational exhibit at the exposition. Prof. D. Putnam of the State Normal School read a "History of the State Teachers' Association," which had been prepared in compliance with the request of the Association. Miss Rectina Woodford of the Lansing schools, introduced a class of pupils, and gave a "Model exercise in reading." Papers were read by Prof. Austin George of Kalamazoo on "A system of promotions;" by Prof. Calvin Thomas of Grand Rapids on "Literary work for pupils of higher grades;" by Prof. J. W. Langley of Ann Arbor on "Methods of teaching natural philosophy;" by Prof. E. C. Gore of Detroit on "The utility of music;" by Prof. P. D. Horton of Marshall on "Penmanship, and how to teach it;" by Prof. I. L. Stone of Battle Creek on "Public school libraries;" and by Prof. John Goodison of Ypsilanti on "Drawing in the public schools." Prof. H. A. Ford of Kalamazoo, in behalf of a committee appointed at the previous annual meeting, presented a report on the "State educational system." The discussions of the several papers and reports were very generally participated in. Prof. C. F. R. Bellows of Ypsilanti was elected president.

The twenty-seventh annual meeting of the Association convened in East Saginaw, Wednesday, December 26, 1877, and closed the Friday following. Evening addresses were delivered by W. S. George, editor of the *Lansing Republican*, on "An outside view of the schools," and Dr. H. Q. Butterfield, President of Olivet College, on "The relations of the lower schools to the colleges." Papers were read by Prof. C. A. Gower, of Saginaw City, on "Local supervision of country schools;" by Miss Julia A. King, of Charlotte, on "Botany in its relation to graded school work;" by Prof. C. B. Thomas, of Niles, on "Educational fallacies and forces;" by Prof. D. Bemiss, of Coldwater, on "The next step in the educational progress of Michigan;" by Prof. L. McLouth, of the State Normal School, on "The experimental teaching of natural philosophy;" by Prof. H. D. Harrower, of Chicago, on "A field view of the schools;" by Mrs. Kate B. Ford, of Kalamazoo, on "The kindergarden;" by Mrs. L. A. Osband, of Albion College, on "The relation of the teacher to the moral and religious culture of the future;" and by Prof. I. N. Demmon, of Michigan University, on "The use of libraries in our public

schools, and the teacher's relation thereto." Prof. W. L. Smith, teacher of music in the schools of East Saginaw and Saginaw City, illustrated, by means of several classes of children, his methods of teaching music in schools. It was decided that the annual meetings of the Association should thereafter be held at Lansing. Prof. E. Olney, of Michigan University, was chosen as president for the ensuing year.

The twenty-eighth annual meeting was held in Lansing, Dec. 25, 26, and 27, 1878. An address was delivered by Rev. John Bascom, President of the University of Wisconsin, on "Tests of a system of education." Prof. Ormond Stone, director of the Cincinnati Observatory, gave a lecture on "The Sun." Papers were read by E. O. Vaile, of Chicago, on "The spelling reform;" Miss Florence E. Cushman, of Niles, on "The needs of a higher culture in literature, and the means of securing it;" Prof. Delos Fall, of Albion College, and H. N. Chute, of Ann Arbor, on "School exhibits at our meetings;" and Professors W. H. Payne, of Adrian, and I. N. Demmon, of the University, on "Our school libraries." The last day of the session was devoted to a general discussion of "Rural and ungraded schools," participated in by State Superintendent C. A. Gower, Professors W. H. Payne, George E. Cochran, G. T. Fairchild, L. McLouth, O. Hosford, I. M. Wellington, E. A. Strong, C. B. Thomas, J. G. Plowman, Austin George, Z. Truesdel, T. W. Crissey, W. Cary Hill, and many others. The constitution of the Association was entirely revised. The attendance at each of the sessions of this meeting was very large, and the proceedings filled with interest and enthusiasm. Prof. E. A. Strong, of Grand Rapids, was elected president.

The twenty-ninth annual session opened at Lansing, December 29, 1879, and closed December 31. An address was given by Rev. Kendall Brooks, President of Kalamazoo College, on "The relations of the public schools to the moral and religious training of children." Papers were read by Prof. E. P. Church, of Greenville, on "The outlook of our common schools;" by Prof. George E. Cochran, of Kalamazoo, on "The exhibition of school material at county and other fairs as a means of promoting education;" by Prof. R. C. Kedzie, of the Agricultural College, on "The temperature of living rooms;" by Miss Ellen Dean, of Grand Rapids, on "The Harvard examination for women;" by Professors A. Hennequin, of the University, and A. Lodeman, of the Normal School, on "The teaching and study of modern languages in American schools and colleges;" by Prof. W. Cary Hill, of Battle Creek, on "Paid local committees of visitation for union and graded schools;" by Prof. W. H. Payne, of the University, on "The aspects of the teaching profession;" by Professors Austin George, of the Normal School, and W. S. Perry, of Ann Arbor, on "The classification in graded schools;" and by Prof. Z. C. Spencer, of Tecumseh, on "The literary and professional training of teachers." A committee, composed of Professors I. N. Demmon, W. H. Payne, and I. L. Stone, appointed at the preceding annual meeting to prepare lists of books suitable for school libraries, made a report which was accepted and adopted. There was an exhibition of considerable school material which was very creditable. Prof. C. B. Thomas, of Saginaw City, was elected president for the ensuing year.

The thirtieth annual meeting was held in Lansing December 28, 29, and 30, 1880. An address was delivered by Dr. Malcolm MacVicar, Principal of the State Normal School, on "The teacher and his work." An illustrated lecture on the Yellowstone National Park, entitled "An evening in Wonderland," was given by W. I. Marshall, of Fitchburg, Massachusetts. The president of the Association, Prof. C. B. Thomas, of Saginaw City, gave an address on "The

Association and the educational interests of the State." Papers were presented by Prof. C. A. Cook, of Dexter, on "The proper sphere of the village high school;" by Professors I. M. Wellington, of Detroit, and C. F. R. Belkows of the State Normal School, on "Text-books *versus* better methods in the school room;" by Miss Ruth Hoppin, of the State Normal School, and Miss M. Louise Jones of Charlotte, on "Methods in history;" by Prof. I. N. Demmon, of the University, on "The place of technical grammar in the schools of to-day;" by Professor W. J. Beal, of the Agricultural College, on "The new botany;" by Prof. W. N. Hailmann, of Detroit, on "Primary errors;" and by Prof. H. N. French, of Kalamazoo, on "The University diploma system." A discussion on the subject, "To what extent do the strictures of Mr. Charles Francis Adams, in the November number of Harper's Monthly, apply to Michigan superintendents?" was engaged in by Professors W. H. Payne, of the University, W. S. Perry, of Ann Arbor, and C. A. Sanford of Lansing. State Superintendent C. A. Gower, chairman of the committee on "Needed legislation," appointed at the last meeting of the Association, presented the following points for consideration:

1. Kind and amount of supervision desirable for the country schools.
2. What extent of territory should constitute the unit for purposes of supervision—township, county, or representative district?
3. Who shall examine teachers,—a board or an individual?
4. Who should superintend,—one man or a board?
5. Should the examining and supervising power be the same?
6. Method of selecting examiners and superintendents,—should it be by election or by appointment?
7. The township and district libraries,—what legislation is needed in their behalf?
8. Relation of the Department of Public Instruction to the State educational institutions.

The consideration of the several points presented led to an extended and general discussion which created much interest. The following resolution was eventually introduced and unanimously passed:

Resolved. That we, the members of the State Teachers' Association, have full confidence in the ability of the committee on legislation to draft a bill that will best meet with the requirements of the State, and that we will heartily endorse and sustain the measures that they judge best to bring before our State Legislature.

Prof. Austin George, of the State Normal School, was elected president for the ensuing year.

With this meeting our record of annual gatherings and exercises closes. Nearly a third of a century has passed since the first organization of the Association. Its life has been full of the ordinary vicissitudes which are incident to all voluntary societies, but in the main its days have been honorable and useful up to the present time.

III. OTHER ASSOCIATIONS.

During the continuance of the system of county superintendency of schools, from 1867 to 1875, an organization of county superintendents was maintained. The earlier meetings of this Association were held in conjunction with the State Teachers' Association. Circumstances, however, eventually separated the two bodies, and the meetings of each were thereafter held independently of the meetings of the other. This organization did much to improve the schools of the State, from the fact that greater uniformity of purpose and of modes of administration was secured, as an outgrowth of the various discussions brought before it.

During the sessions of the State Teachers' Association in 1866, an informal organization of the superintendents and principals of the larger graded schools was made, and arrangements were entered into for another meeting the next year. In 1867 a brief session of the superintendents and principals was held, and a committee appointed to provide a form of permanent organization. Whether anything further was ever done to perfect this organization we have been unable to ascertain.

In the fall of 1874 a meeting of city superintendents of schools was held in East Saginaw, and the City Superintendents' Association formed. This Association has since that time held regular meetings, and has accomplished much good. The present standard course of study for graded schools in Michigan, and the uniform methods of grading now adopted in the greater number of such schools, are outgrowths of discussions at its sessions. Superintendent I. W. Morley, of Bay City, is the president of this Association at the present time.

In the spring of 1875 an Association of special music teachers in public schools was formed in Detroit. Its second meeting was held in Grand Rapids in the following December in connection with the State Teachers' Association, and since that time its meetings have been held at the times and places of the annual sessions of that Association. Its members have usually contributed the musical part of the programme at the meetings of the State Teachers' Association, and several of them have presented papers upon the subject of "Vocal music in public schools." At its meetings various systems and methods of instruction, uniformity in courses of study, and plans for securing a greater appreciation of music as a branch of common school instruction, have been discussed.

County teachers' associations have been organized and maintained in many of the counties. These associations have usually had their origin in the teachers' institutes. Whenever properly conducted they have exerted much influence for good in the communities where their meetings have been held. Township associations have also been organized quite extensively in various portions of the State.



JOHN M. GREGORY.

MISCELLANEOUS.

I. SCHOOL LIBRARIES.

The original Constitution of Michigan provided for at least one library in each township, and the revised Constitution of 1850 repeated the provision. For the support of such libraries the same laws require that all fines assessed and collected in the several counties and townships for any breach of the penal laws should be exclusively applied to the library fund. In addition to this fund the Legislature, in the earlier days of the State's existence, passed laws, affected more or less by later amendments, which provided for the levying of local taxes for the support of libraries. The early school laws established, not a township library in the strict acceptance of the term, but rather a township depository of books, which were taken in turn and in limited numbers, to the several school districts. In 1850 the law was so amended that the distribution of books to the several districts could be suspended by the township board of school inspectors, and books could be taken by individuals directly from the general collection. Under this amendment many of the libraries became really central township libraries. In 1859 the Legislature passed an act allowing the several townships to determine the question of retaining the township library as such, or of dividing it among the districts, thus making a small beginning of district libraries; and under the provisions of this act a large proportion of the townships voted to divide the books and funds among the several districts. Unfortunately no efficient provision was made for the support of these libraries, and many of them have ceased to exist, while the library funds, apportioned by the county treasurers, have been, in many cases, unlawfully applied to other purposes. There is no feature of the public school system of Michigan that offers so little encouragement for boasting as that of the school libraries. The statistics show that their growth has been feeble, and the amount of money voted by the townships, and also apportioned by the county treasurers, for library uses has been small. There are some cities and townships, however, which may be viewed as rare and exceptional cases, in which the libraries are having a healthy support principally by means of direct local taxation, and where all moneys received for them are wisely expended, and the benefits which they furnish to the fullest extent appreciated and enjoyed.

II. EDUCATIONAL PERIODICALS.

It is generally admitted that every profession, embracing any considerable number of persons, has need of a paper or periodical of some kind specially

devoted to its interests. By the aid of imagination and a little arithmetic it seems easy to provide the necessary means for the support of such a publication. Experience usually dispels all delusions in relation to this matter, and leaves behind some practical wisdom bought at its full value.

An impression has existed, derived probably from the teachings of observation and experience, that it is more difficult to find support for a paper devoted to education than for one devoted to any other specialty. For this and other reasons most of the earlier journals of education were issued by associations, or under the patronage and as the "organs" of societies, or under the patronage of the State. The prevailing belief at present is that educational papers like others may be allowed to depend upon the operation of "the law of demand and supply," and may be treated as ordinary business ventures. The public sentiment of twenty-five or thirty years ago was different. No competent man in Michigan seemed ready at that time to assume the risk of publishing a paper devoted exclusively to education without the promise and pledge of aid, in some form, from the associated teachers of the State. The promise was not always kept, nor the pledge always redeemed, but in the eyes of a hopeful faith they had a tangible value. Under these circumstances one of the most important works of the first years of its existence was the aid rendered by the State Teachers' Association in the establishment and support of the *Michigan Journal of Education*.

The *Journal* was, during most of its existence, an individual enterprise, yet its establishment at the time and its support during its infancy were undoubtedly due to the existence of the Teachers' Association and to the encouragement which its action gave to the editors and proprietors. The project of publishing an educational paper of some sort was not a new one in the State. The first State Superintendent had issued such a periodical for a time. Some other faint efforts had been made in the same direction. In 1842 the Superintendent of Public Instruction, Franklin Sawyer, Jr., in his report "referred to the necessity of some publication as an organ of communication between the numerous school districts and his office," and "recommended that a definite amount of the school moneys should be appropriated to secure its establishment." He entered into a somewhat detailed statement of the uses and advantages of such an organ, but his recommendations and arguments failed to influence the Legislature. No appropriation was obtained, and no paper was published.

At the semi-annual meeting of the State Teachers' Association at Kalamazoo, in September, 1853, the project of an educational journal was presented and very thoroughly and earnestly discussed. The subject was brought before the body by the reading of a paper by Dr. J. M. Gregory, then of Detroit. This paper had been prepared by him in consequence of a consultation between himself, Dr. E. O. Haven, then of the State University, and Prof. A. S. Welch, at that time Principal of the State Normal School. The Association resolved, after careful consideration, that the time had come to commence the publication of an educational monthly. Professors Haven, Welch and Gregory were elected editors, with two ladies who never accepted the appointment, and the first number of the *Michigan Journal of Education* was issued January 1, 1854. This board of editors continued in charge for only one year. In 1855 Mr. Gregory assumed sole editorial charge, and retained the position for four years, retiring then to assume the duties of State Superintendent of Public Instruction. The work of editing and publishing the *Journal*, on the part of Dr. Gregory, was largely a labor of love. The direct pecuniary assistance rendered by the Association was inconsiderable; but its moral support and the concerted action of

its members often proved to be of great value, as the records of the Society and the pages of the magazine abundantly show. At the meeting in Kalamazoo, upwards of three hundred subscriptions were pledged for the forthcoming first number. In every subsequent meeting for several years, more or less time and attention were given to its character and interests, and pledges of substantial aid were made, some of which were honorably redeemed. Reports, resolutions, and discussions were frequent, and sometimes, at least, to the advantage of the periodical and the encouragement of the publisher.

In August, 1854, at the meeting in Marshall, Dr. Haven, Dr. Stone, and Prof. Welch were appointed a committee to memorialize the Legislature to secure the passage of an act to place a copy of the *Journal* in every school library in the State. A memorial was prepared and presented at the session of the Legislature in January of the following year. The result was the enactment of a law authorizing the Superintendent of Public Instruction to subscribe for two copies of the *Journal* for each township school library in the State, such subscription to continue through two years. The subscription was immediately made to commence with the January number of 1855. Of this measure the editor says, in the February issue, "It has placed our enterprise on a footing that will enable us to devise yet more liberal things for the educational interests of the State." The paper was enlarged, in the following May, from thirty-two to forty-eight pages, and it entered upon a period of greater efficiency and usefulness.

Just before the expiration of the two years for which the state subscription had been made, the Association instructed its executive committee to ask of the Legislature a continuance of the state patronage. The passage of an act was secured by which a copy of the *Journal* was sent to each school district in the State. The number of districts at that time was about thirty-eight hundred. The circulation of the paper was in this way largely increased, and its influence much more widely extended, although the pecuniary advantage to the publisher was only trifling, from the fact that the State paid but sixty cents a copy. Unfortunately, also, the continuance of this aid from the public funds depended upon the good will of the Superintendent of Public Instruction, and at the close of the year 1857 the state subscription was withdrawn. Some sharp discussions followed in the columns of the *Journal*, in the meetings of the Association and elsewhere, as a few of the older members of that body will recollect, but the remembrance of them lies buried beneath the accumulated dust of years, and their discordant notes need never disturb the ears of the present generation of Michigan teachers. Having been elected to the office of Superintendent of Public Instruction, Mr. Gregory retired from the editorial chair of the magazine at the close of the year 1858, upon the completion of the fifth volume.

At the session in August, 1858, the Association, after protracted discussion and the consideration of various propositions, passed these resolutions:

1. That the Executive Board be, and are hereby instructed to execute, with some responsible publishing house, a contract for the publication of the *Journal of Education* for one year from the first of January, 1859; *Provided*, That such publishing house agree to assume all the pecuniary risks of the publication of the *Journal*; *Provided, also*, That the Association be permitted to retain the editorial management and control of the *Journal*.

2. That in case the above arrangement cannot be effected, the Executive Board are requested to make such provision as they may deem best for the maintenance of the *Journal* till the next meeting of the Association.

It having been found impracticable to carry out the instructions of the first

resolution, the Executive Board made an arrangement with Prof. A. Winchell, then of the University, to act as editor and publisher for the year 1859.

The new Superintendent of Public Instruction renewed the state subscription, commencing with March of the same year, and continued it until the repeal of the law authorizing the sending of the *Journal* to the school districts of the State. The subscription closed with the May number of 1861.

The *Journal* was edited during the year 1860 by a board of twelve editors, each editor preparing the matter for one month, and the publication was provided for by the Executive Committee of the Association.

At the beginning of 1861 the work of editing and publishing the paper was assumed, at the request of the Committee, by Duane Doty, of Detroit. Various causes conspired, however, to render the existence of the *Journal* precarious, and it finally expired with the October or November number of the eighth year of its publication.

With the decease of the *Journal of Education*, the State Association ceased to have any official connection with the publication of an educational paper, and its "good will" even, since that event, has probably been of no especial value to any periodical. It can hardly be doubted, however, by one familiar with the educational history of Michigan during the last thirty years, that the establishment and support of the *Journal*, in the period of its greatest efficiency and usefulness, were largely due to the material and moral aid afforded by the Association as a body, and especially by a few of its most active and enthusiastic members. On the other hand, it is equally obvious that the *Journal*, particularly while under the editorial charge of Mr. Gregory, rendered very great and important service to the Association. The Society "had invoked the aid of the press, and through its organ it speedily rose from a mere local organization to be known and honored throughout the entire State."

For four years we had no educational paper. Periodical discussions took place, and projects were set on foot now and then, but nothing came of them until January, 1866. At that date the publication of the *Michigan Teacher* was commenced by Professors W. H. Payne and C. L. Whitney, at Niles. In the second year of its existence it was removed to Ypsilanti, and Prof. John Goodison became associated with the gentlemen previously named in its management and publication. In 1870 it was removed to Adrian, continuing under the editorial charge of Prof. Payne, assisted by C. L. Whitney, H. L. Wayland, and Henry A. Ford. With the opening of the year 1871, the *Teacher* returned to its birth-place, Niles, and came under the exclusive control of Mr. Ford as editor and publisher. With one more change of residence, to Kalamazoo in July, 1875, it continued under the charge of Mr. Ford until the close of the year 1876, when it disappeared by absorption into the *Educational Weekly* just commencing its existence in the city of Chicago.

Eleven volumes of the *Teacher* were published, and its life, though migratory, was, for the most part, highly useful and honorable. Its demise was regretted by many sincere friends among the teachers of Michigan and other states.

In January, 1872, an educational monthly, called *The School*, was started by some of the professors connected with the State Normal School at Ypsilanti, and was continued up to the close of 1876, when it also was merged into the *Educational Weekly*.

Since 1876 there has been no educational periodical published expressly for the teachers of Michigan until the present year, when the *Michigan School Moderator*, a weekly paper issued by parties in the city of Grand Rapids, was

started as a private enterprise. Its publication was commenced in October, 1880.

Several of the leading newspapers of the State have, for several years, devoted a column or more each week to the interests of education. The most prominent among these is the *Lansing Republican*, its columns that are devoted to "schools, colleges, and teachers," being under the editorial direction of W. L. Smith, Deputy Superintendent of Public Instruction.

III. SPECIAL AND PRIVATE SCHOOLS.

It has been deemed proper in preparing the preceding sketches to give extended notice to those matters only in which the State has been or is directly interested; with which the Superintendent of Public Instruction has held or now holds official relations; or to those of a general educational character. It must not, therefore, be presumed that in the establishment and support of private institutions and schools for special instruction the people of Michigan have been neglectful. The opposite fact, however, should be recognized, for in the maintenance of theological, medical, and law schools, business colleges, industrial, parochial, and other private schools, and kindergartens, the munificence of the people has ever commanded admiration; while to each of these institutions much credit is due for the good accomplished in its own appropriate sphere.

IV. CONCLUSION.

The history of education in Michigan, as briefly detailed in the preceding pages, presents an array of facts and develops marks of gradual progress, which must be a source of gratification to every citizen of the State. Upon the subject of education no one can accuse the State either of apathy or of negligence. It is a subject that has been constantly kept before the people, and generally appreciated by them; and amidst vicissitudes of different character its schools have been secured, preserved and cherished. That there have been mistakes made, no one will deny, yet it must be said at the same time that the design of the State has been to plan well, and that the chief obstacles that have arisen to retard progress have been principally of a local character. But withal, the forty-four years of our educational history, since the adoption of the first organic law of the State, constitute an epoch to which all may gratefully and with pride look back, and from which may be derived a light and a lesson for the future.

